DOCUMENT RESUME

ED 334 109 SO 021 211

TITLE	Album of Maryland Women: Vision and Action. A Women's History Display Kit Resource Guide.
INSTITUTION	Maryland State Commission for Women, Baltimore.; Maryland State Dept. of Education, Baltimore.
PUB DATE	91
NOTE	105p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Biographies; Elementary Secondary Education; *Females; *History Instruction; Instructional Materials; Learning Activities; Photographs; Resource Materials; Social Studies; *State History; *Womens Studies
IDENTIFIERS	*Maryland

ABSTRACT

Materials that portray the contributions of women to Maryland history are featured in this resource kit. Display photographs and short informational profiles about Maryland women are accompanied by classroom activities for grades K-12. Additional suggestions for activities for colleges, universities, and community groups also are included. To aid the teacher in further research about these women, the kit contains an annotated list of books and organizations where information may be acquired. (DB)

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Album of Maryland Women: Vision and Action

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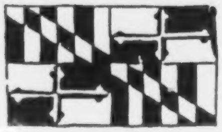
A Women's History Display Kit

Maryland State Department of Education

Maryland Commission for Women

SO 021 211



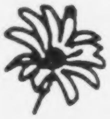
1991 MARYLAND WOMEN'S HISTORY PROJECT
PLANNING COMMITTEE

MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE)- Linda Shevitz, Coordinator
MARYLAND COMMISSION FOR WOMEN (MCW)- Lisa Carreno, Coordinator

Peggy Altoff- MSDE
Peggy Armitage- Montgomery College
Diana Bailey- MCW
Evelyn Beck- UMCP
Carol Borum- MSTA
Anne Carusi- Baltimore City Schools
Larry Chamblin- MSDE
Teena Day- University of Maryland Equity Project
Jill Moss Greenberg- Mid Atlantic Equity Center
Vivian Lawyer- Montgomery College
Phyllis Martin- Harford County Commission for Women
Jeanne McGinniss- Anne Arundel County Schools
Tom Owen- Harford County Schools
Sindy Parrott- Howard County Schools
Donna Sebly- Harford County Commission for Women
Susan Shaffer- Mid-Atlantic Equity Center
Lynn Strange- Federally Employed Women
Janet Sims-Wood- Howard University

Editing- MSDE
Alicia Carter
Barbara Gonsor
Barbara Welsh

Jim Antal- Baltimore County Schools
Ramona Arthur- UMBC
Phyllis Bailey- Baltimore County Schools
Raphaela Best- Montgomery County Schools
Josephine Campa- Prince George's County Schools
Norm Crosby- Frederick County Schools
Jane Eagen- Prince George's County Schools
Deborah Hanka- Prince George's County
Susan Hickey- Loyola College
Mary Ellen LeDuc- Frederick County Schools
Regina Mason- UMCP
Bobbi Maughan- Howard County Schools
Bonnie McNamee- Western Region Equity Center
Jeanne Nicholson- Southern Region Equity Center
Judith Vaughan-Prather- Montgomery County Commission Women
Georgia Sorenson- UMCP
Diane Weaver- MSDE
Linda Williams- MSDE
June Wilson- MSDE



For inquiries regarding this kit contact:

Equal Opportunity Office
Maryland State Department
of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 333-2230

or

Maryland Commission for Women
Saratoga State Center
311 W. Saratoga Street
Baltimore, Maryland 21201
(301) 333-0054

Album of Maryland Women: Vision and Action

A Women's History Display Kit
Resource Guide

Maryland State Department of Education

Maryland Commission for Women

ACKNOWLEDGMENTS

Appreciation is given to the following organizations and individuals for their assistance in compiling this kit.

DisAbility Awareness Project, Anne Wade
Maryland Historical Society, Margaret Welsh
Maryland State Archives, Mame Warren
National Shrine of Saint Elizabeth Seton
National Women's History Project
Peale Museum, Mary Markey
Rachel Carson Council, Inc., Shirley A. Briggs
Robin Serody, Agent for Pam Shriver
Sunpapers
United States Library of Congress
United States Senate
Western Maryland College, Keith Richwine
Flora Wiley, Historian of Mary Watters Risteau
Women Profiled -- Katherine Chin,
 Gaynell Colburn, Barbara Mikulski,
 Mervin Savoy, Alta Schrock, Pam Shriver,
 Carmen Delgado Votaw
Cover Graphic- David Longo

CONTENTS OF KIT

I. PHOTOGRAPHS AND PROFILES

This section provides display photographs and short informational profiles about specific "Maryland Women of Vision and Action."

Rachel Carson
Katherine Chin
Gaynell Colburn
Barbara Mikulski
Pauli Murray
Sadie Kneller Miller
Mary Risteau
Mervin Savoy

Alta Schrock
Elizabeth Seton
Pam Shriver
Harriet Tubman
Carmen Delgado Votaw
Maryland Women Suffragists
Maryland Women Workers-
 Seafood Industry

II. ACTIVITY GUIDE

This section provides classroom activities for grades K-12 based on the individuals whose photographs are included in the display kit. Additional suggestions for activities for colleges, universities, and community groups are also included. At the end of the Guide is a listing of reference materials and resource organizations for use in finding out more about the women profiled and their areas of contribution.

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- o Sadie Kneller Miller
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ALBUM OF MARYLAND WOMEN OF VISION AND ACTION

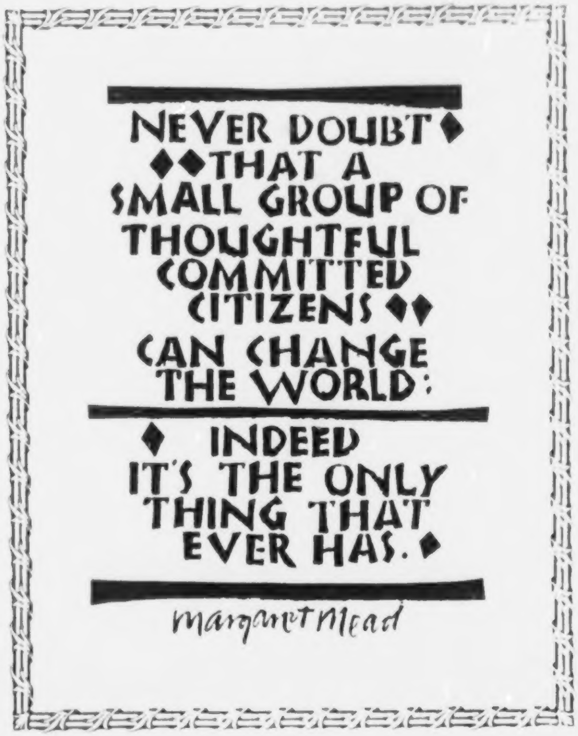
A WOMEN'S HISTORY DISPLAY KIT

INTRODUCTION

This kit has been developed in response to requests from educators and leaders of community organizations for display materials that portray contributions of women in Maryland. The photographs and accompanying student activity guide are for use throughout the year and particularly during Maryland Women's History Month in March. It is hoped that the materials will stimulate students to identify and honor historical and contemporary women in their own local communities.

DEDICATION

This display kit is dedicted to the diverse women of Maryland whose Vision and Action have contributed so much to our world, and who continue to help shape all aspects of our society.


NEVER DOUBT ◆
◆◆THAT A
SMALL GROUP OF
THOUGHTFUL
COMMITTED
CITIZENS ◆◆
CAN CHANGE
THE WORLD:
◆ INDEED
IT'S THE ONLY
THING THAT
EVER HAS. ◆
Margaret Mead

IDENTIFICATION MATCHING

1. ______ Barbara Mikulski
2. ______ Gaynell Colburn
3. ______ Mervin Savoy
4. ______ Katherine Chin
5. ______ Carmen Delgado Votaw
6. ______ Harriet Tubman
7. ______ Pauli Murray
8. ______ Elizabeth Seton
9. ______ Mary Risteau
10. ______ Sadie Kneller Miller
11. ______ Pam Shriver
12. ______ Alta Schrock
13. ______ Rachel Carson

a. Educator and legislator who was the first female member of the Maryland Senate and State Board of Education.

b. As leader of the Underground Railroad she brought 300 slaves to freedom.

c. U.S. Senator and former Congresswoman who introduced the resolution in Congress establishing National Women's History Month.

d. Scientist and author whose book Silent Spring promoted the environmental movement in the U.S.

e. First American to be canonized as a Saint in the Catholic Church.

f. Noted lawyer, author, civil rights worker, and Episcopalian Priest.

g. Delegate to International Conference for Women who works for women's and Hispanic rights.

h. Nationally acclaimed professional tennis player.

i. Businesswoman who developed Penn Alps, a well-known restaurant and showcase for Mennonite crafts.

j. Businesswoman involved in community organizing who established an Asian Trade Council.

k. Educator working to preserve and teach Native American culture and history.

l. Contemporary entertainer who has performed nationally and who was honored as "Ms. Wheelchair America."

m. Photojournalist in the early 1900's who worked as a sports reporter, covered notable political events, and was the first female war correspondent.

ANSWERS
1-c;2-l;3-k;4-j;5-g;
6-b;7-f;8-e;9-a;10-m;
11-h;12-i;13-d

JUMBLE PUZZLE

TO DO:

Choose from the list below to identify the Maryland woman who is described in each statement. Use the boxed ( ) letters to determine what this display kit honors.

Maryland Women: Rachel Carson, Katherine Chin, Gaynell Colburn, Barbara Mikulski, Sadie Kneller Miller, Pauli Murray, Mary Risteau, Mervin Savoy, Alta Schrock, Elizabeth Seton, Pam Shriver, Harriet Tubman, Carmen Delgado Votaw.

Maryland Women's:

_ _ _ _ _ _ _ _ _ _ _ _ _
1 2 3 4 5 6 7 8 9 10 11 12 13

1. Mennonite businesswoman _ _ _ _ _( )_ _ _ _ _
2. Women's and Hispanic rights activist
_ _ _ _ _ _ _ _ _ _ _ _( ) _ _ _ _ _
3. Entertainer and disability rights activist
_ _ _( )_ _ _ _ _ _ _ _ _ _ _
4. First women elected to Maryland Senate
_ _ _ _ _ _ _( )_ _ _
5. National tennis star _ _ _ _ _( )_ _ _ _

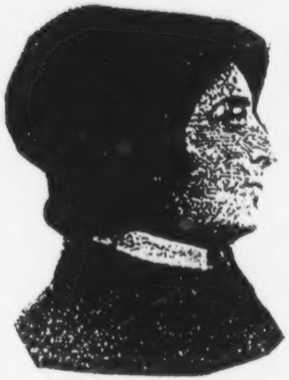
6. Photojournalist and first female war correspondent
_ _ _( )_ _ _ _ _ _ _ _ _ _ _ _ _ _
7. Abolitionist and leader of the Underground Railroad
_ _ _ _ _ _ _ _ _( )_ _ _
8. U.S. Senator from Maryland
_ _ _ _ _ _ _ _ _ _( )_ _ _ _
9. Asian community organizer
_ _( )_ _ _ _ _ _ _ _ _ _ _
10. Lawyer, civil rights activist, Episcopalian Priest
_ _ _ _( ) _ _ _ _ _ _
11. Scientist and leader in the environmental movement
_ _ _ _ _ _ _ _ _ _( )_
12. Native American Educator _ _ _ _ _( ) _ _ _ _ _
13. First Catholic Saint in United States
_ _ _ _ _ _ _ _ _ ( )_ _ _ _

ANSWERS: 1-Alta Schrock; 2-Carmen Delgado Votaw; 3-Gaynell Colburn; 4-Mary Risteau; 5-Pam Shriver; 6-Sadie Kneller Miller; 7-Harriet Tubman; 8-Barbara Mikulski; 9-Katherine Chin; 10-Pauli Murray; 11-Rachel Carson; 12-Mervin Savoy; 13-Elizabeth Seton ---

MARYLAND WOMEN'S CONTRIBUTIONS

Do You Know These Women?

1.



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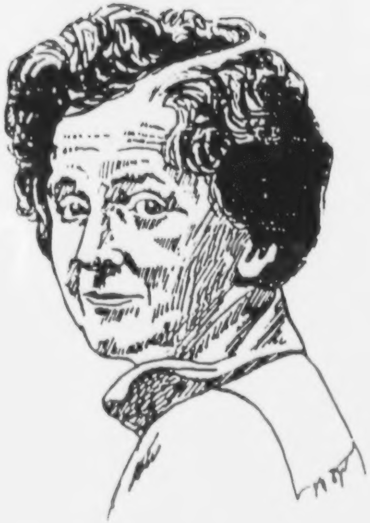

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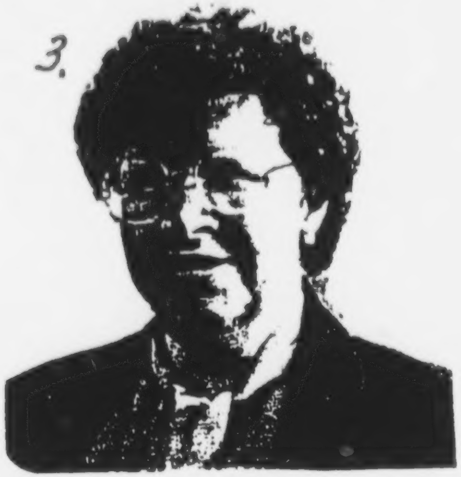

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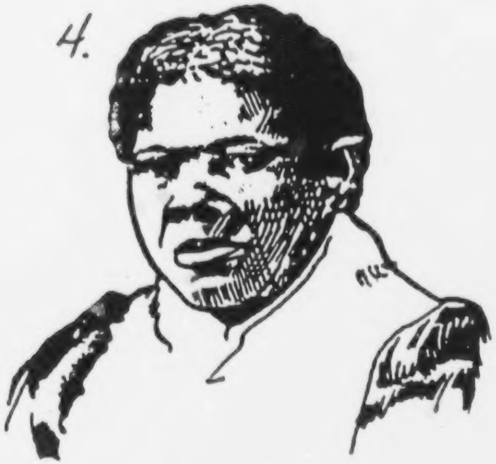

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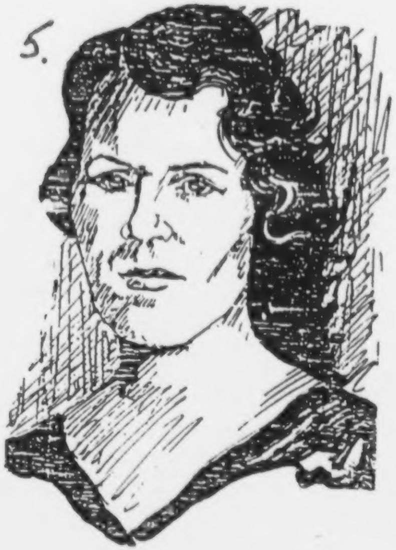


(ANSWERS on other side)

(continued from previous page)

ANSWERS: Do You Know These Women?

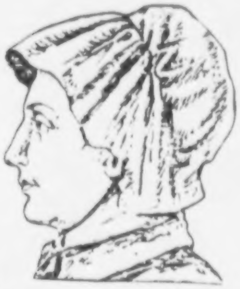
1. **MOTHER ELIZABETH SETON** - She was the first Roman Catholic American Saint who started the first free Catholic school and the first Catholic orphanage in the United States.

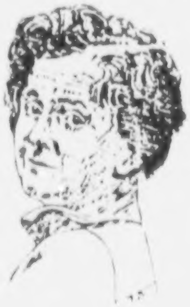
2. **RACHEL CARSON** - She was a scientist and writer who warned the world about the dangers of pesticides by writing a book called THE SILENT SPRING.

3. **BARBARA MIKULSKI** - She served 5 terms as the representative of Maryland's Third Congressional District, until her election in November, 1986, as the first woman United States Senator from Maryland.

4. **HARRIET ROSS TUBMAN** - She was an conductor of the Underground railroad who helped over 300 Maryland slaves escape to freedom.

5. **MARY WATTERS RISTEAU** - She was elected the first woman to sit in the Maryland House of Delegates, the State Senate, and the State Board of Education.


1.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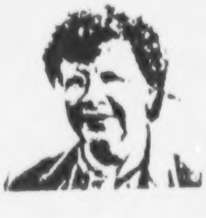
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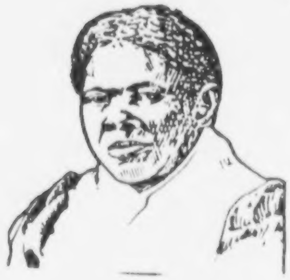
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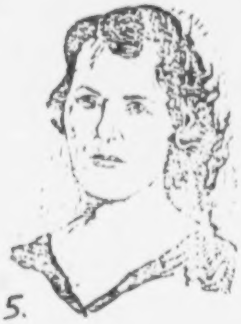

5.

Album of Maryland Women: Vision and Action

Maryland
With Pride

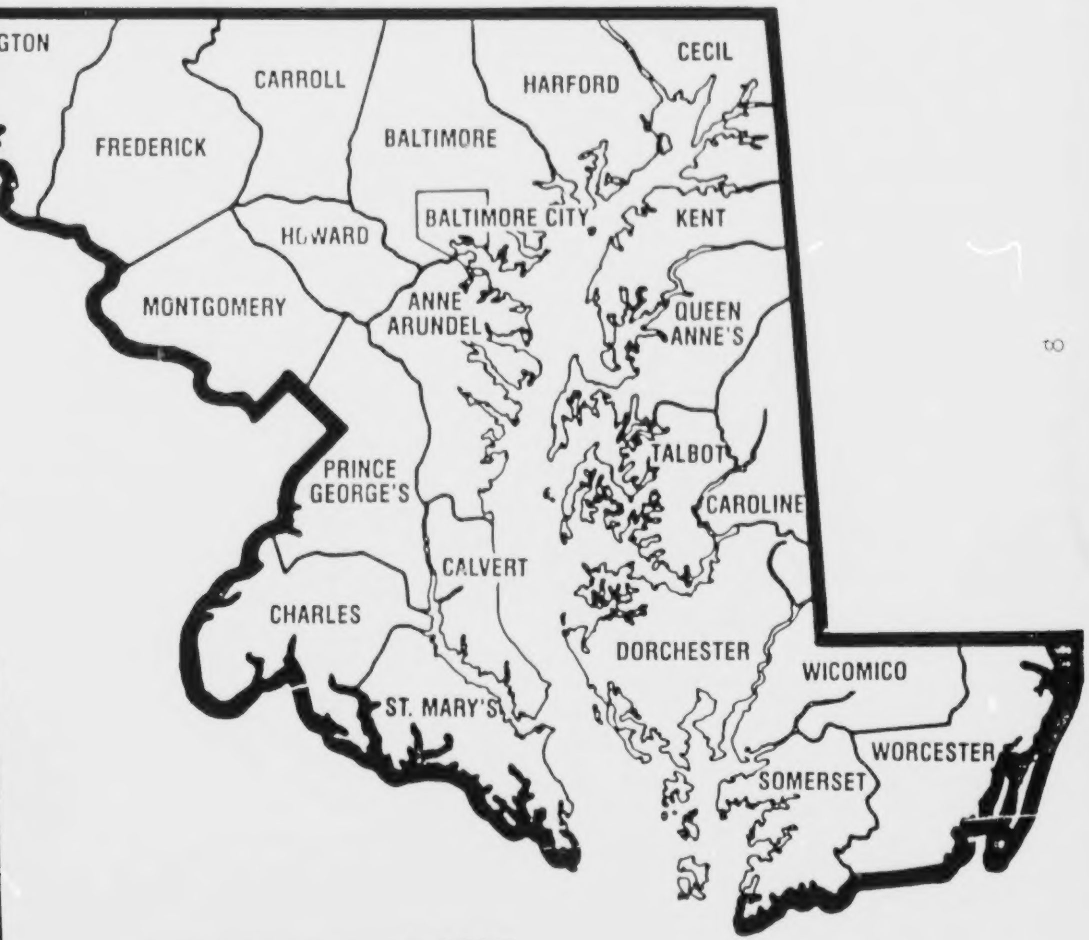
STUDENT ACTIVITIES

The following pages contain elementary, middle, and high school classroom activities for each women profiled in this kit.

- Rachel Carson
- Katherine Chin
- Gaynell Colburn
- Barbara Mikulski
- Sadie Miller
- Pauli Murray
- Mary Risteau
- Altra Schrock
- Elizabeth Seton
- Pam Shriver
- Harriet Tubman
- Carmen Delgado Votaw
- Suffragists
- Women Workers: Maryland Seafood Industries

STUDENT ACTIVITIES

Locate and label on the map the areas where each of the Maryland women profiled in this kit lived or are living now. Then complete the other activities noted below.


GARRETT
ALLEGANY
WASHINGTON
FREDERICK
CARROLL
BALTIMORE
HARFORD
CECIL
BALTIMORE CITY
KENT
HOWARD
MONTGOMERY
ANNE ARUNDEL
QUEEN ANNE'S
PRINCE GEORGE'S
TALBOT
CAROLINE
CALVERT
CHARLES
ST. MARY'S
DORCHESTER
WICOMICO
WORCESTER
SOMERSET

TO DO:

1. Read a history of your county, city, or town. Note if that history includes the contributions of woman.
2. Have someone from your local historical society speak about the role women played in your local history.

RACHEL CARSON
STUDENT ACTIVITIES

ELEMENTARY

TO DO (for teachers):

1. Read the story about Rachel Carson aloud to the class.
2. Have students complete the True/False worksheet on the next page.

RACHEL CARSON

(May 27, 1907 - April 14, 1964)

by Kathie White

Do you know what a scientist does? Today's story is about a woman with very special talents. She was both a scientist and a writer. Her name was Rachel Carson.

Rachel lived in a small town with few houses and many grassy fields. Many, many years before, her father's family had lived in Scotland. Her mother loved the out-of-doors. She taught Rachel to see the beauty in nature.

Rachel liked living in the country. She listened intently to her mother's stories about the world around her. Rachel would spend lots of time looking at flowers and trees. She was fascinated by the sounds of small animals.

She liked listening to the birds. She decided she wanted to hear the birds wake up. Her mother woke her up early one morning. While it was still dark, they quietly walked into the nearby woods and sat on a log. They waited for the sun to come up and for the birds to sing. Would you like to hear the birds wake up?

Reading and writing were also things Rachel liked to do. When she was ten years old, she wrote some stories that were published in one of her favorite magazines. It was a magazine that lots of children read. Rachel was happy and proud! She dreamed that when she grew up she would be a famous writer.

As she grew up, Rachel continued writing and learning about nature. She read a lot about animals and how they live. In school she studied all about different kinds of animal life. She was so excited about what she learned that she decided that she would become a scientist.

She decided to go to a school close to the Atlantic Ocean. It was an exciting place for Rachel. When she got to school she saw the ocean for the first time in her life! She loved the ocean right away. She decided to learn as much as she could about it. She wanted to know more and more about all the different types of fish and plants that live in salt

When Rachel finished school, her first job was a dream come true. Not only could she be a scientist, but she could also be a writer. She wrote stories about fishing and about life in the sea. Everyone liked her stories. Next she began to write stories for newspapers. People were eager to read the stories she wrote. She was becoming famous for her work.

One day, Rachel received a letter from a friend. Her friend was very upset. She wrote that an airplane had flown over their town, and had sprayed the town with something that looked like water. Since that had happened, many birds had died and many others were sick. She asked Rachel to see if she could find out what was making the birds sick.

Rachel discovered that the plane had sprayed some kind of poison called a pesticide. The pesticide was used to kill off the mosquitos. Mosquitos can cause a lot of trouble. They sometimes make people and animals very sick. Rachel found out that pesticides could also make people and animals very sick.

Rachel remembered hearing the birds sing when she was a little girl. How sad it would be to lose their musical voices. She knew that pesticides were killing all the insects that the birds ate. She also learned that pesticides were poisoning the water. What could the birds safely eat or drink? If the water was poisoned, how could the fish live? Would people get sick if they drank water with pesticides in it? She became very worried.

People were in danger, too. Rachel decided that she must do something to let people know about this very serious problem. They had to know right away!

Using her knowledge as a scientist and her talent as a writer, she began to tell people about the danger of pesticides. Lots of people listened to what Rachel Carson had to say. Lots more people read what she wrote.

Because of Rachel Carson's work, we know a lot more about the world we live in. She reminded us that every living creature in the world is important to all of the others. She asked us to think carefully about all animals, large and small. She asked us to think what our world

(NOTE: Questions based on preceding page.)

STUDENT WORKSHEET

Name

TRUE or FALSE

Study the sentences below. If the sentence is true, color the box under **true.** If the sentence is not true, color the box under **false.**

	true	false
1. Rachel wrote a book about nature	☐	☐
2. She did not like to write when she was a child.	☐	☐
3. Rachel loved the ocean.	☐	☐
4. Rachel was a famous scientist.	☐	☐
5. Rachel did not like birds.	☐	☐
6. Rachel loved everything in nature.	☐	☐
7. She grew up and worked as a nurse.	☐	☐
8. We should be careful with pesticides.	☐	☐

SOURCE: National Women's History Project, 1985.
7738 Bell Road
Windsor, CA 95492

RACHEL CARSON

K.Lieu
Kenmoor

STUDENT ACTIVITIES

MIDDLE SCHOOL

The sentences below tell about some important events in the life of Rachel Carson. But the events are not given in the order in which they happened. Use an encyclopedia to put them in the correct order by writing a 1 beside the first event, a 2 beside the event that happened next, and so on.

_____ She wrote The Silent Spring which called attention to the dangers of using pesticides

_____ Rachel studied zoology at Pennsylvania College for Women.

_____ Rachel Louise Carson was born in Springdale, Pennsylvania.

_____ Rachel died in Silver Spring, Maryland.

_____ She received a Master's degree from John Hopkins University in Baltimore in 1932.

_____ Rachel wrote the bestseller The Sea Around Us about the biology of the ocean.

Now, find one detail of her life that was not mentioned in the list above. Write a sentence about it on the lines below.

Where does this event belong in the list? Between events _____ and _____.

****

Teacher's note:

The correct order is 5,2,1,6,3,4.

(Lesson from
Kenmoor Middle
School)

The following encyclopedias can be used:

- Academic American Encyclopedia
- Encyclopedia Americana
- Encyclopedia International
- Merit Students Encyclopedia
- World Book Encyclopedia

RACHEL CARSON

STUDENT ACTIVITIES

HIGH SCHOOL

1. Read the brief biography below about Rachel Carson. Prepare a chronology of her life, listing the dates of her birth, each of her major described accomplishments, and her death.

2. Discuss why Rachel Carson's ideas were controversial. Identify current issues that reflect controversies between environmental groups and industry or communities. Hold a class debate about one of these issues.

3. Generate a list of ideas about what each student and your school as a whole can do to help protect and save the environment. Select one idea and implement it (examples: save newspapers and bottles and cans at home or in school to recycle; start a campaign to have your school use only recycled paper).

4. Develop a poster or tee shirt related to protecting the environment.

5. Organize an environmental club in your school.

RACHEL CARSON

1907-1964

Rachel Carson, author and ecologist, attended Pennsylvania College for Women, majoring in English with a career in writing in mind. Two years later a required course in biology changed her mind and she became a zoology major. Later in life, she combined the two fields and became an influential force in the ecology movement.

She taught zoology after receiving her M.A. from Johns Hopkins in 1932. Her writing career began with a series of articles on aquatic life for the Baltimore SUNDAY SUN. Subsequently, she secured a civil service appointment with the Fish and Wildlife Service as a "Junior aquatic biologist." Finally, in 1952 she retired as biologist and chief editor. Her associates remember her wit and humor as well as her literary talents.

SILENT SPRING, one of her most famous and controversial works, was published in 1962, and was called by Justice Douglass, "the most important chronicle of this century for the human race." In SILENT SPRING, Carson warned against the indiscriminate use of chemicals upsetting the balance of nature. The book prompted a controversy among conservationists, the chemical industry, and the Department of Agriculture. This controversy led to the adoption of the strict controls on the use of pesticides, suggested by Carson, being enforced by the federal government.

Ms. Carson learned that she had cancer during the writing of her book SILENT SPRING. She died at her home in 1964 in Silver Spring, Maryland.

Many awards came to her the last year of her life and she was able to receive them herself. Among them, her most treasured was the Cullum Medal of the American Geographical Society, which was awarded to only three other women at that time. Rachel Carson believed that "what is important is the relation of people to all life."

Katherine M. (Kitty) Chin

STUDENT ACTIVITIES

BACKGROUND

Katherine M. (Kitty) Chin (1927 -)

Although born in the United States, Kitty Chin's parents taught her about the importance and richness of her Chinese heritage and background. As Chairperson of the Asian Trade Council, she has dedicated her life to bringing together Asian community leaders to build an identifiable Asian cultural and business area in Baltimore. Throughout Maryland, Kitty has worked tirelessly to gain recognition and equal opportunities for employment for business contracts and education for Asian residents.

Ms. Chin is a registered and licensed dietitian and currently serves in the Department of Food and Nutrition Services in Baltimore County Public Schools. She acts as a resource person in the school lunch program for students, teachers, parents and community members in nutrition education. In addition, Ms. Chin teaches nutritional Chinese cooking with an emphasis on the cultural context. When asked what she would like to transmit to today's young people, she responded,

> "I would like the children to understand that WE CARE. If they could see that everyone's needs are the same, they could learn to understand each other regardless of nationality, race, color, creed, religion, or gender."

"Women hold up half the sky"

妇女顶起半边天

Katherine M. (Kitty) Chin

STUDENT ACTIVITIES

ELEMENTARY

1) Locate Asia on a globe. Divide students into groups of 5 and have each student in the group become an "expert" on one country regarding: food, the arts, and social customs. Share information and discuss similarities and unique characteristics.

2) Design a meal which includes the four basic food groups from a specific Asian culture, such as a Filipino meal, a Korean meal or a Chinese meal. Discuss why these types of foods might be eaten in these countries. If there is time, each group of students could prepare one of the meals for the class to sample.

3) Interview an Asian student, parent, relative or community member. Ask them what it is like for boys and girls growing up in their countries. What kinds of activities do they participate in? What do they do for fun? What kinds of sports do they like to play? Are there any differences in what girls can do and what boys can do?

4) Make a collage using pictures of today's children representing many different cultures in the United States. Discuss how different cultures contribute to making the United States a richer country.

MIDDLE

1) Read the biography of Katherine (Kitty) Chin. Answer the following questions:
    1) What are the different roles that Ms. Chin plays?
    2) Why would it be important to create an Asian business and cultural center in Maryland?
    3) What values does Ms. Chin think are important for young people to learn? Do you agree? Why?

2) Picture yourself arriving to live in a new country at your age. Write a story about what this experience would be like for you. Describe your feelings, how you would take care of yourself, and what your expectations and hopes would be in your new culture.

3) Family unity and respect for elders is of supreme significance in the traditional Asian family. Divide students into small groups and ask them to role play an incident that might occur between them and their parents. Have them then switch roles and replay this incident as it might occur in a traditional Asian family. Discuss the similarities and differences from the student point of view as well as from that of their parents.

妇女顶起半边天

"Women
hold up
half the
sky"

Katherine M. (Kitty) Chin

STUDENT ACTIVITIES

4) In the United States, Title IX is the law which guarantees that girls and boys be treated fairly and equally in schools. In China, people say "Women hold up half the sky." Why are both of these important? What do they have in common? How do you feel about Title IX? Discuss these questions in pairs and then share your answers with the whole class.

HIGH SCHOOL

1) The Chinese have a saying, "Women hold up half the sky." Have students discuss what this means and then research the roles and rights of women in different Asian countries. Compare those roles and rights among those countries and compare the findings to the status of women in the United States.

2) Conduct an indepth interview with an Asian American individual. Discuss values regarding family, age, community, food, communication, and education. Then develop a project such as:
   a) Writing an article in a school newspaper
   b) Preparing a nutritional Asian meal and discussing its cultural and health implications

3) Research the internment of Japanese Americans during World War II. Discuss or debate:
   a) Why were Japanese Americans placed in camps when German and Italian Americans were not?
   b) Why was it important that the United States' government pay reparations to Japanese Americans in 1990?

4) Discuss: a) The meanings of stereotypes and appreciating diversity and, b) Ways that students perceive that groups of students in schools or in their communities are stereotyped rather than treated as individuals. Have students develop plans for ways to provide student leadership to decrease bias and build intergroup understanding.

RESOURCES

1) Maryland Women's History Packet: The Maryland Mosaic, Maryland State Department of Education.

2) Conference on Educational and Occupational Needs of Asian-American Women, National Institute of Education.

3) J. Yung, Chinese Women of America: A Pictorial History.

4) Mei Nakano, Japanese American Women: Three Generations 1890 - 1990.

GAYNELL COLBURN

STUDENT ACTIVITIES

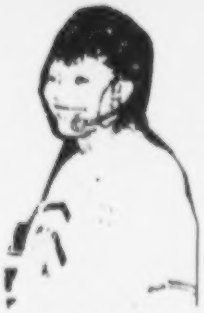
BACKGROUND

Gaynell Colburn is a vocalist, percussionist, electronic and computer drummer, and bandleader. She presents a new, exciting, energetic show using sound tracks, electronic and digital computer drums, bongos, congas, and other assorted percussion instruments... She is a professional musician with years of performing experience in Rhythm and Blues, Jazz, Big Band, Top 40, and Gospel music. She also performs with her band, Gaynell & Co.

Gaynell Colburn is a TV personality. She has made numerous appearances in commericals and the news, as well as acting in the theater. She is a back-up percussionist for stars such as Stevie Wonder and Bill Cosby, and has performed at the White House. Gaynell has been on tours of the United States with her own special programs. "Project Prom Night" deals with substance abuse and "The Ability of You" is a diAbility Awareness program. Both are educational and self esteem building programs. Gaynell is a very successful and well known public speaker and health consultant. She is also known nationally for her work with "Physically Challenged" people and organizations such as the United Way, promoting, encouraging, and supporting the needs and abilities of persons with disAbilities. She is the former Ms. Wheelchair America, 1985.

ELEMENTARY/MIDDLE

1. Read the background information above about Gaynell Colburn. Design a poster adversting a performance she might give at your school.
2. Collect pictures of your favorite female entertainers. Find out more about their lives and careers.
3. Gaynell describers herself as a "physically challenged" entertainer. What does this mean?
4. Write a description of how your life would be different if you used a wheelchair, (If you use a wheelchair, write about the challenges you face).
5. Contact Gaynell Colburn about giving a performance at your school (Her address is in the Resources section of this kit).



GAYNELL COLBURN

STUDENT ACTIVITIES

HIGH SCHOOL

1. Read the article below about entertainer Gaynell Colburn's efforts to combat drunk driving. Develop three ideas that could be implemented in your school to help prevent drunk driving.

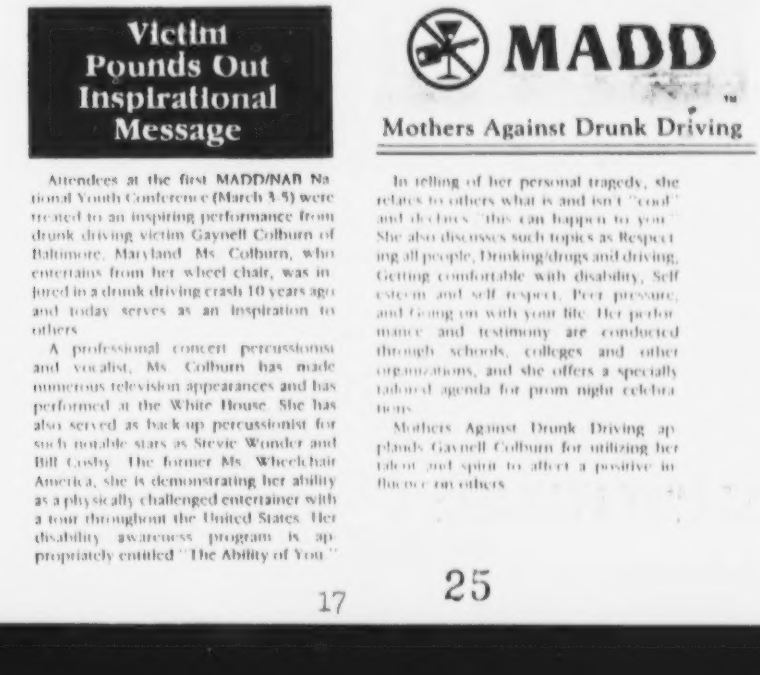
2. Interview a woman with a physical disability. Find out what physical and attitudinal barriers she has encountered because of her disability and how she has faced those challenges.

3. Read the statement below and discuss the questions that follow. Which type of disability (deafness, blindness, mobility impairment, etc.) do you think would be the most difficult to have? How would your life be different if you had that disability? What resource and laws are currently available to provide persons with disabilities with increased opportunities?

ABILITY COUNTS

> People with disabilities constitute America's largest minority -- 18% of the population. For women among this group, access to employment and education is even more difficult than for disabled men. And as one black disabled woman writes: "of the three minorities of which I am a member, the handicap has dominated my life."

4. Identify women in your community involved in the performing arts. Prepare an audio or videotape highlighting one of these performers. Design a magazine cover imagining yourself as an entertainer.



Victim Pounds Out Inspirational Message

Attendees at the first MADD/NAB National Youth Conference (March 3-5) were treated to an inspiring performance from drunk driving victim Gaynell Colburn of Baltimore, Maryland. Ms. Colburn, who entertains from her wheel chair, was injured in a drunk driving crash 10 years ago and today serves as an inspiration to others.

A professional concert percussionist and vocalist, Ms. Colburn has made numerous television appearances and has performed at the White House. She has also served as back-up percussionist for such notable stars as Stevie Wonder and Bill Cosby. The former Ms. Wheelchair America, she is demonstrating her ability as a physically challenged entertainer with a tour throughout the United States. Her disability awareness program is appropriately entitled "The Ability of You."

MADD

Mothers Against Drunk Driving

In telling of her personal tragedy, she relates to others what is and isn't "cool" and declares "this can happen to you." She also discusses such topics as Respecting all people, Drinking/drugs and driving, Getting comfortable with disability, Self esteem and self respect, Peer pressure, and Going on with your life. Her performance and testimony are conducted through schools, colleges and other organizations, and she offers a specially tailored agenda for prom night celebrations.

Mothers Against Drunk Driving applauds Gaynell Colburn for utilizing her talent and spirit to affect a positive influence on others.

BARBARA MIKULSKI

STUDENT ACTIVITIES

ELEMENTARY/MIDDLE

1. Barbara Milulski introduced the National Women's History Week and Month Resolutions in Congress, stating that the long-overdue celebrations would be richly rewarding of "American women's vast and proud history - a valuable treasure waiting to be shared with us." Discuss what you think she meant by the above statement and why you believe she saw a need to create a special women's history celebration.

2. Find out who the other women in Maryland are who serve in the U.S. Congress. Write or call their offices and request information about their lives. Present oral or written reports on these women, telling something about their background, careers, and current interests and contributions in Congress.

3. Discuss what laws you would sponsor if you were a member of Congress. Explain why you think the issues you chose are important.

4. Interview local women elected officials.

BARBARA MIKULSKI
STUDENT ACTIVITY

MIDDLE SCHOOL

Name: **Date:**

Unscramble each word in the list below.

The frst letter is capitalized as a clue.

1. Mulikisk _ _ _ _ _ _ _ _
2. aeorimtcDc _ _ _ _ _ _ _ _ _ _
3. lamertoiB _ _ _ _ _ _ _ _ _
4. Rreapeettsneivs _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
5. vefi _ _ _ _
6. Saente _ _ _ _ _ _
7. rCoengss _ _ _ _ _ _ _ _
8. etSateidw _ _ _ _ _ _ _ _ _
9. rHtisoy _ _ _ _ _ _ _
10. ruutFe _ _ _ _ _ _

CLUES:

1. Barbara ______ is one of Maryland's two U.S. Senators.
2. She is a member of the ______ party.
3. She was once a member of the ______City Council.
4. In 1976, she successfully ran for the Third District seat in the U.S. House of ______.
5. She served ten years in the House for a total of ______ terms.
6. Mikulski then was elected to the U.S. ______.
7. She was the first Democratic woman to serve in both Houses of ______.
8. She was also the first woman to win a ______ election in Maryland.
9. Mikulski introduced the National Women's ______ Week Resolution in Congress in 1980 and in 1981 when it passed.
10. Her theme is "Maryland and our country ready for the ______."

Answers

1-Milulski; 2-Democratic; 3-Baltimore; 4-Representatives; 5-five; 6-Senate; 7-Congress; 8-Statewide; 9-History; 10-Future

Barbara Mikulski
U.S. SENATE

STUDENT ACTIVITIES

MIDDLE/HIGH SCHOOL

I. A student wrote this paragraph as part of an assignment to describe Barbara Mikulski, U.S. Senator from Maryland. Answer the questions below related to the paragraph.

1. Barbara Mikulski was born on July 20, 1936. She has always liked helping those who needed help.

____

This enabled her to become a social worker and later a professor of Sociology.

Which one of the following sentences can be used to keep the paragraph IN PROPER ORDER?

A woman's place is in the house
AND IN THE SENATE

(A) Congresswoman Mikulski introduced the National Women's History Week Resolution in Congress in 1980 and again in 1981 when it passed.
(B) She earned her Master's Degree in social work at the University of Maryland in 1965.
(C) During the 99th Congress she continued to meet the needs of American families and businesses.
(D) Congresswoman Mikulski's office is in the Rayburn House Office Building.

2. Senator Mikulski has been an active and vocal supporter of women's rights. She sponsored the Domestic Violence and Services Act to protect battered families. She was responsible for the medicaid reimbursement of nurses-midwives.

____

Which one of the following sentences can best be used to ADD DETAIL to the paragraph?

(A) Mikulski's other business office is located in Baltimore, Maryland.
(B) Senator Mikulski's parents were from Poland and own a grocery store in Baltimore.
(C) She was a sponsor of important Civil Rights Laws.

- -

II. Find out what legislation Senator Mikulski has sponsored by writing or calling her Congressional office. Discuss whether you agree or disagree with her stands on issues. Explain what types of laws you would introduce if you were a Senator. Present reasons for selecting that legislation.

(NOTE: The first activity, based on the Maryland Functional Writing Test format, was developed by Dr. Josephine Campa, Media Specialist, Prince George's County)

ANSWERS:

1. (A) out of sequence (B) correct (C) irrelevant
(D) irrelevant
2. (A) irrelevant (B) irrelevant (C) correct

SADIE KNELLER MILLER

STUDENT ACTIVITIES

ELEMENTARY/MIDDLE

1. Look through local newspapers to find names of women reporters. Compare how many female and male reporters names are listed and identify what kinds of stories are assigned to men and to women. Note and discuss any differences.

2. Invite a female reporter or photojournalist to your class to talk about her career. Interview a female reporter or columnist in an area in which there are few women journalists, such as sports. Identify any barriers the women may have faced in entering a "non-traditional" area.

3. Research other Maryland women journalists, such as Mary Katherine Goddard, publisher of an influential Revolutionary War newspaper; Anne Catherine Hoof Green, printer and publisher of the Maryland Gazette, an important colonial newspaper; M. Elizabeth Murphy Moss, Vice-President of the Afro-American weekly newspaper; Gertrude Poe, editor of the Laurel Leader newspaper for over forty years; Connie Chung, graduate of the University of Maryland and network news commentator.

SADIE KNELLER MILLER
STUDENT ACTIVITY

MIDDLE SCHOOL

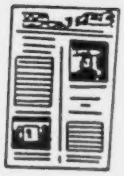
Name: Date:

Find the word in the boxes by unscrambling each word in the list below. Write the solution in the space provided.

1. SPCUETRI ☐__________
2. TRAEH ______☐
3. OECELCL __☐_______
4. RLAOMITBE _____☐_______
5. GOD __☐__
6. DECNOEGIZR ______☐________
7. FISRT ____☐___
8. BLAASBEL __☐__________
9. NOCHPA ☐________
10. ATHYONN _____☐____
11. YWELKE ________☐

CLUES:

1. Soon she began to take _____ to go with her stories.
2. Her editors told her to go "to any corner of the _____ to get a story.
3. Sadie Kneller Miller began her writing career after graduating from _____.
4. She moved to _____ in 1894 after she married.
5. She traveled by _____ sled to pan for gold in Alaska.



6. Covering the action of the Spanish troops during their war with Morocco in 1911, she was _____as the world's only woman war correspondent at that time.
7. Many times she scooped other papers by getting the _____ pictures of important events.
8. Writing about the old Orioles, she was the only woman to report on _____ using only her initials on stories.
9. In Mexico, she interviewed _____ Villa, the revolutionary general.
10. Miller took the last formal picture of Susan B. _____ before she died.
11. Her pictures of Spanish-American War activities at the Naval Academy led to a job on a _____ newspaper.

CLUE: Miller was talented in this field.

Solution: ________________

SOLUTION: PHOTOGRAPHY

1-Pictures; 2-Earth; 3-College; 4-Baltimore; 5-Dog
6-Recognized; 7-First; 8-Baseball, 9-Pancho; 10-Anthony;
11-Weekly

Answers

SADIE MILLER

Roving Reporter from Westminster

By BONNIE JOE AYERS

Long before radio, television, and satellites were bringing the news of the world into our homes, a feisty little lady from Mary-and was doing the same armed only with a pen, camera, and sense of adventure as large as the world that was her beat.

Whether in the leper colony on Molokai or back home in Baltimore amidst the flames and debris of the great fire of 1904, Sadie Kneller Miller proved that no corner of the world was too remote nor any event too dangerous for her to cover. She got the story irrespective of personal peril, a woman—and journalist—ahead of her time.

Although it was a photo taken in Annapolis during the Spanish-American War that launched the career for which she was best known—that of roving photographer for *Leslie's Weekly Illustrated*—it was as a baseball writer that Sadie gained her first recognition. At age 16 she followed the local team for the *Democratic Advocate* in her hometown of Westminster, and 11 years later after moving to Baltimore and marrying her Western Maryland College sweetheart, Charles R. Miller, in 1894, she covered the "original" Orioles for the *Baltimore Telegram*.

Sadie and her camera in the Rockies.

Sadie took up photography in an effort to improve her baseball stories and was soon turning out extraordinary work. "It is one of my characteristics that if I determine to do anything, I try to do it well," she once explained. "So, when I began to photograph . . . I studied the subject as thoroughly as possible, experimented, worked, and finally could produce a very fair picture," such as the career-launching one she describes. "I went down to the Naval Academy . . . and made a picture of three Spanish officers (captured during the defeat of the Spanish navy in Santiago harbor). . . . This I offered, with some trepidation, to *Leslie's Weekly*. The editors accepted it and the thin end of the wedge was inserted."

Within a year of her first assignment (photographing the riding school and other activities at Ft. Myer) she was on the scene in Baltimore as fire destroyed the heart of the city. During the inferno, she not only captured some of the most dramatic shots of the tragedy but helped countless numbers of people in distress.

Sadie enjoyed what she called "a roving commission" with *Leslie's* which meant *she* chose her assignment then presented the idea to her editors (who never said "no" to her). She intentionally sought out the less-traveled corners of the globe. "I never travel the beaten path," she told a reporter. "I tried it once, and thought I would go crazy." She preferred traveling by herself, except when accompanied by her husband, as his schedule allowed.

One of her most interesting experiences was at the leper colony in Hawaii. Not only was she the first person to have photographed the colony and its inhabitants, she was the first outside woman to have gone onto Molokai. "It was the adventure and spice . . . that attracted me . . . and made the risk worth taking," she said in a 1907 interview in *The Baltimore Sun*.

STUDENT ACTIVITIES

HIGH SCHOOL

Read the article about Sadie Miller and answer the questions following the article.

(continued on next page)

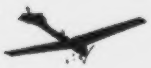
But in spite of acclaim for scoops such as—the first photos taken inside Leavenworth Federal Prison, extraordinary nighttime shots of the St. Louis World's Fair, coverage of the overthrow of the sultan in Turkey, and an interview with the infamous Pancho Villa at his Mexican guerilla base—she never forgot nor neglected her home state, and no person or happening of note in Maryland escaped her camera.

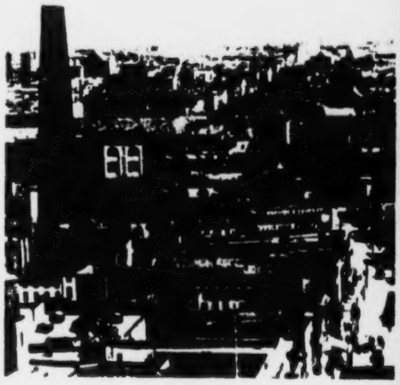
In fact, little of note anywhere went uncovered by Sadie, and while modest about her accomplishments, she was also proud of the work she turned in. "I want to say this for myself . . . after an editor has given me an assignment, he has no further cause to concern himself with the matter. I get those pictures."

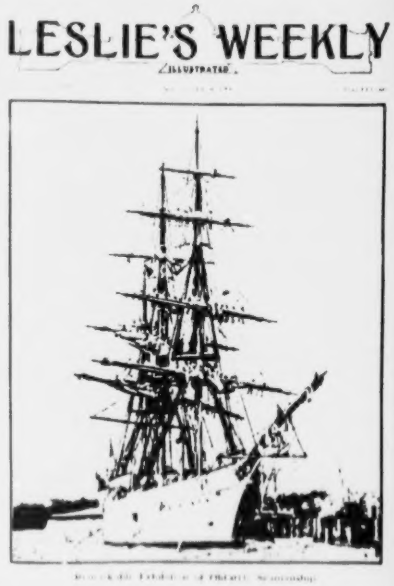
And part of getting "those pictures" was enduring whatever it took—whether roughing it in Alaska (and being stranded on an ice floe for three days) which produced what Sadie called "the most important . . . interesting and altogether biggest things [sic] I have ever accomplished" and provided *Leslie's* with enough material for a series on Alaska; capturing frontline action in the midst of 40,000 Spanish troops during their war with Morocco which earned her the title she treasured most, "the world's only woman war correspondent"; traipsing through czarist Russia during a cholera epidemic; or climbing through mud and slime to the engine room of the battleship *Maine* as it was raised.

Although Sadie moved in a man's world, she had, early on, faced the realities of the situation and felt that only at certain times was being a woman a problem. "I have often been asked if I find my sex a handicap. I cannot say that I do. Of course," she admitted, "many a time it is harder for a woman to go wherever she wants than it is for a man. For instance, during the Baltimore fire . . . I had difficulty getting a pass through the lines when men had not. But to offset this . . . a woman can often obtain favors from an official that would not be granted a man."

Far from being the feminist many believed she should be, Sadie was quite outspoken about the role men played in her professional life. When asked by an interviewer if she was a suffragette, the ever-candid Sadie replied, "Indeed I am not. When women's suffrage prevails then my work will be much harder . . . for chivalry, the innate impulse of man to help a woman, will vanish, and I will have to fare against much greater odds."







Sadie captured action in the air and on the water. ABOVE. *Hubert Latham's flight over Baltimore in the early 1900s.* BELOW. *Midshipmen furling sails during a drill was one of the many Maryland covers featured by* Leslie's.

Photos from Leslie's Weekly Illustrated

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1. List some examples of stories that Sadie Miller covered. Choose the event or topic you would most have wanted to report. Give reasons for your choice.
2. Discuss Sadie Miller's ability to balance career and home responsibilities. Compare and contrast her lifestyle with that of women today who work outside the home.
3. Summarize what Sadie Miller said about the barriers and advantages of being a woman in field. Interview a local woman photojournalist and compare her views of being a woman in the same area.

SOURCE: Maryland Magazine, Autum, 1984, Vol. 17, No. 1.

(continued from previous page)

PAULI MURRAY

STUDENT ACTIVITIES

ELEMENTARY/MIDDLE

I. Read the information below about Pauli Murray's efforts to win her own rights and promote "civil rights" for all citizens, regardless of their race or sex. Then respond to the questions that follow.

- In 1938 Pauli Murray, tried to enter the University of North Carolina Law School. She was denied because of her race.
- In 1944, she sought admission to Harvard Law School and was rejected because she was a woman.
- Pauli Murray eventually earned three law degrees, one each from Howard University, the University of California, and Yale University.
- She led "sit-ins" in Washington, D.C. during the 1940's and was arrested in Virginia for resisting segregation on an interstate bus.

1. Discuss what is meant by "civil rights."What rights do you have today guaranteed by law that your grandparents or great grandparents might not have had.
2. How have Americans won their rights?
3. What are sit-ins? How were these used to bring about changes in laws?

PAULI MURRAY

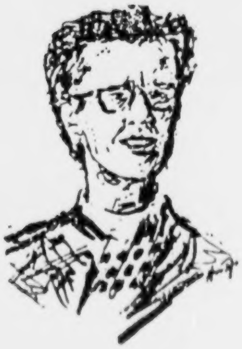
STUDENT ACTIVITIES

ELEMENTARY/MIDDLE

II. Read the paragraphs below about Pauli Murray.

1. Write 5 facts that you learned from the paragraphs.
2. Make up a "fill-in-the blank" quiz with 5 questions about the facts you learned. (Example: Pauli Murray was born in ______________, Maryland; Answer: Baltimore). Give your quiz to a friend to take after she or he has read the paragraphs.

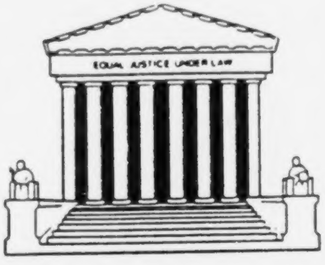
3. Discuss which one of Pauli Murray's accomplishments you find most interesting.



PAULI MURRAY was born in 1910 in Baltimore, where her father was a principal in the Baltimore city schools and her mother was a graduate nurse. After her mother's death she went to North Carolina were she was raised by her grandparents and an aunt. She got her bachelor's degree from Hunter College in 1933. In 1938, she was rejected as a graduate student at the University of North Carolina because of her race. In 1940, she was arrested on an interstate bus in Virginia for violation of the state's segregation law. She got her law degree from Howard University in 1944, graduating at the top of her class with a fellowship to go to Harvard Law School for her master's degree. She was rejected by Harvard because of her sex. Later she earned a master's degree in law from the University of California at Berkeley, and was a tutor in law at Yale, where she received her doctorate in 1965. She also taught law in Ghana, West Africa, and at two universities.

There was hardly any part of the struggle for human rights during the 1950's and '60's in which Pauli Murray was not actively involved, notably the civil rights and women's movements. She participated in many nonviolent protests.

In 1977 Pauli Murray was ordained as the first Black female Episcopalian priest. She also wrote two books of poetry and a biography about her family. After an amazing career, she died in 1985.



PAULI MURRAY
STUDENT ACTIVITIES

HIGH SCHOOL

I. In an interview in 1983 Pauli Murray discussed her "most meaningful life experiences," which are noted below. After reading about her experiences respond to the items that follow.

Pauli Murray: My Most Meaningful Experiences

- Adjusting form an all-Negro segregated public school of Queens, New York, of which I was the only Negro out of 4,000. My greatest adjustment was trying to close the educational gap without having to be put back a grade. I managed through great effort to complete one and one-half years work in one year and to graduate from high school in New York City with honors.
- Graduating from Howard Law School in 1944, top of my class of all males, except myself, cum laude, and receiving flowers from Eleanor Roosevelt at Commencement. Then being admitted to the Bar the following year.
- Two publications, States' Laws on Race and Color, and in 1956 Proud Shoes: The Story of An American Family.
- Being ordained an Episcopal Priest on January 8, 1977, at the Washington National Cathedral at a joyous service attended by about 3,000 people. I was among the first women to be regularly ordained beginning on January 1, 1977. This was the high point of my entire life.

1. Which of these experiences would have been the most meaningful to you? Why?
2. Imagine that you are 75 years old and are being honored at a reception. What types of accomplishments would you most want to be honored for in your lifetime? Write a paragraph describing those accomplishments.

II. Read the statements below by Pauli Murray. Interview an older female relative or woman in your community, asking the same questions. Compare her views with those of Pauli Murray.

- COMPLETE A STATEMENT REFLECTING YOUR FEELINGS ABOUT YOUR CULTURAL AND ETHNIC HERITAGE AND THE ROLE THAT HERITAGE HAS PLAYED IN YOUR LIFE.

  I am an iconoclast. I do not consider myself a Black woman, but a Negro or a "woman of color." I am of mixed ancestry and embrace all of my heritage - European and Native American as well as African ancestors. I refuse to be pigeonholed or classified as BLACK. In Walt Whitman's words, "I am not contained between my hat and my boots." As a woman of color in United States, my life has been influenced by the women in my immediate family, Eleanor Roosevelt, and Caroline F. Ware, and Mary McLeod Bethune.

- HAS YOUR ROLE AS A WOMAN CHANGED OVER THE YEARS? HOW DO YOU SEE THE ROLES OF WOMEN CHANGING NOW?

  I have been an egalitarian since age 5 and a feminist since the 1940s. I've changed very little, except to gain more knowledge and finesse (I hope) in handling the problems of racism, sexism, the peculiarity of being left-handed and now, the stereotypes of ageism. The society in which I have lived has changed considerably to catch up with some of my aspirations, e.g., a woman on the Supreme Court.

MARY WATTERS RISTEAU

STUDENT ACTIVITIES

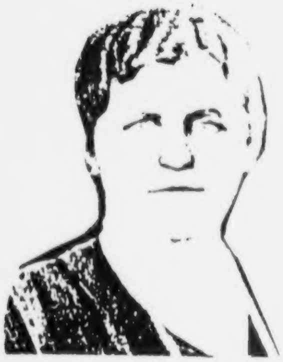
I. ELEMENTARY

Read the accompanying essay to class. Highlight events in Mary Risteau's life to the class.

1. Have pupils list Mary Risteau's accomplishments (e.g., dairy farmer, teacher, delegate to the Maryland General Assembly, etc.)
2. Ask pupils to choose one accomplishment and draw a picture illustrating it.
3. Assemble pictures of Mary Risteau's accomplishments around her picture centered on the bulletin board.

II. MIDDLE

Read the accompanying essay to class. Highlight events in Mary Risteau's life to the class. Select any of the below listed activities for students to do.



1. Design a statewide holiday commemorating Mary Risteau or an event in any of her careers. Develop how the holiday would be celebrated.
2. Write a journal entry in a day in Mary Risteau's life, describing her activities for that day.
3. Design a postage stamp commemorating Mary Risteau.
4. Write a newspaper article about Mary Risteau.
5. Write a speech for Mary Risteau to present to the General Assembly concerning an issue in which she was involved.
6. Diagram a time line of the major events in Mary Risteau's life.
7. Categorize the advantages or disadvantages Mary Risteau faced in the different activities of her life (educator, dairy farmer, state legislator). Categorize the rewards she received from all her activities.

III. HIGH SCHOOL

In addition to the above listed Middle School activities:

Instruct class to prepare a newspaper front page highlighting Mary Risteau's accomplishments.

MERVIN SAVOY
STUDENT ACTIVITIES

BACKGROUND

Mervin Savoy is an active member and Tribal Chairperson of the Piscataway Conoy Confederacy in Maryland. Much of her work has been aimed toward gaining recognition for the Piscataways by the state and national governments. Her mother is the leader of the Turtle Clan. There are several clans in the confederation and each has a definite responsibility.

When Mrs. Savoy was going to school, before the Civil Rights Act, it was very difficult for Native American children to obtain an education. Her mother was amazed when a taxicab appeared to take the children to and from elementary school each day. To this day they do not know who provided this transportation for the little girls. She recalls that she not was allowed to attend schools for Black or White children. Instead, Mrs. Savoy and her sisters were assigned to a school for children of different nationalities in Washington, D.C., even though they lived in Maryland.

Mrs. Savoy is very anxious to have non-Indian people gain a true understanding of the Indian culture. Many people form their opinions of Native Americans from western movies which often show the Indian as being lazy and as troublemakers. This could not be farther from the truth. For as long as we have known the Native Americans, they have had an organized form of government and religion. Their way of life has included respect for Mother Earth and conservation. Mrs. Savoy teachers Indian culture to children in Charles County so they may learn about and appreciate the contributions and culture of Native Americans past and present.

In today's society, as in the olden days, Native American women have leadership roles in the Piscataway Indian Culture. Women's vote carry the same weight as the men's, and women, due to their sheer numbers, can still carry the majority vote in the election of the Council. They have on more than one occasion voted members out of power if they are not satisfied with their actions.

During the early history of our country, Native Americans lived in family groups and were not separated and alone on isolated farms as were the early colonists. There was no need for institutions such as the Orphan's Court or orphanages because the close knit Native American family cared for all the children.

Mrs. Savoy wants more people to know about the Navajo Code talkers of World War II, whose code the Germans could not break. Others she would like people to know are: Maria Tallchief, the ballerina, Jim Thorpe, the athlete, Ira Hayes, the Iwo Jim hero in World War II, Charles Curtis, Vice President and Vine Deloria, the author.

These are Native American leaders, not Tonto the well known fictional character whose name means "fool". Mervin Savoy hopes that all students will learn to appreciate the contributions of Native Americans throughout history and in today's world.

MERVIN SAVOY
STUDENT ACTIVITIES

ELEMENTARY

Read the paragraph below and complete the activities that follow.

STORYTELLING

During the wintertime Native American families would spend time inside their homes. This was a time for instruction and entertainment for the children. Long before the written word recorded the history and customs of traditional cultures, story-telling was the way the Native Americans passed their culture on to the next generations. These stories told the meaning of life, why the world is as it is, and how to live in a proper way. Many long hours were spent telling and retelling the stories to teach their children about their way of life and their understanding of the world. This was their school.

1. Tell a short story, and have a student repeat it.
2. Identify the meaning or lesson in a story.
3. Share legends of Indian cultures.
4. Write a legend, using contemporary characters.
5. Draw different scenes from the stories that are read.
6. Invite a Native American person to class to tell a traditional Native American story. Have children retell the story.
7. Have a story teller come to class to tell other types of stories.

MIDDLE

Read the paragraph below and complete the activities that follow.

CURRENT ISSUES

For many years the reservation has been home for many Native Americans. Because of the poor conditions of the reservations, some are questioning their usefulness. Critics look at alcoholism, unemployment, and the hopelessnesss of reservation life as reasons to close them and go to live in the dominant culture. Others support the way of life in the reservations. The believe it is the home of the Native culture and that to

leave would be the death of the culture.

1. Use atlases to determine the location and size of reservations in the United States.

2. Use research skills to compile data on current economic and health related problems of urban and reservation Native American people. Research data related to Native American women.

3. Interview local Native American people on their opinions regarding the elimination of reservations.

4. As a class, discuss the arguments for and against closing the reservations. Make charts summarizing the major arguments for both positions.

5. Using the information collected, each student will take a position in writing on the issue.

6. Have students explore the idea of home, and compare their lives with other American minority groups.

HIGH SCHOOL

Read the paragraph below and complete the activities that follow.

CIVIL RIGHTS

The First Amendment gives all citizens the right to religious choice. Native Americans were made citizens in 1924. There have been many times when Native People were denied the basic right to religious choice. From the early times, missionaries attempted to convert Native Americans, but usually with little success. After the establishment of the reservations in the 19th Century, sacred lands were taken away and ceremonials that had religious significance were forbidden. The struggle to gain religious lands and the right to worship freely has been a political as well an an economic hardship.

1. State in your own words the meaning of the First Amendment.

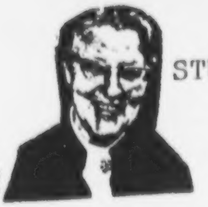
2. Distinguish between Constitutional rights and citizens' privileges.

3. State the significance of the Indian Religious Freedom Act.

4. Discuss the social and legal conflicts raised by the Native American Church in expressing its religion.

5. Summarize the relationship between the First Amendment and the rights accorded to or denied Native Americans.

6. Using primary source materials compare and contrast the present day conflict in Canada between the Mohawk Nation and the French Canadians.



ALTA SCHROCK
STUDENT ACTIVITIES

BACKGROUND

Alta Schrock, a lady with a strong creative spirit, has restored self eesteem and a better way of life for many people in Western Maryland, Pennsylvania and near-by West Virginia. This is an area where many people are out of jobs.

As a child, she was very curious and observed and recorded everything she could about the many plants and animals in her mountainous area. Although it was very unusual at the time, her family bought her an old typewriter and desk. She put them in a small cabin and it became her learning laboratory. Alta Schrock came to know everyone in the area.

There was no high school for her to attend when she finished elementary school. When a high school did open she was 17 and started as a freshmen. Miss Schrock was awarded a college scholarship based on her knowledge about the plants and animals of the Alleghanies. The college dining hall was more than she could afford so each summer she would grow and can all of the food she would need. This way she only spent $.15 a week for a head of lettuce and a loaf of day old bread. When she received her Ph.D. she was the first Mennonite woman in the United States to accomplish this.

Dr. Schrock had a dream of keeping the mountain people proud of their crafts and heritage. In 1957 she left Indiana where she was teaching at Goshen College and came home to make her dream become real. She organized the Springs Historical Society, Springs Folk Festival and Springs Museum. The next year she founded Penn Alps, a restaurant and craft shop. Thousands of crafts workers have sold their craft items there. Nearby are four original log cabins moved there for artists to use. A bird carver, weaver, potter, basket maker and others can be seen there busy at work. Also in the immediate area one can visit a working grist mill and a furniture factory that Miss Schrock has organized to train and employ local people.

These are Dr. Schrock's accomplishments that can be seen and visited by tourists. The many others include The Highland Association, which operates a community center, Head Start programs and Meals on Wheels. She oversees the publishing of several journals about life in the mountain area.

Dr. Schrock at age 80 shows no signs of slowing down. Perhaps her daily workout on the trampoline help her balance the ups and downs of life.

ALTA SCHROCK
STUDENT ACTIVITIES

ELEMENTARY

1. Divide the class into cooperative learning teams of 4. Each member is designated to be one of the following: artist, recorder, observer, equipment handler.

2. Relating to Alta Schrock's interest in plants and animals each team digs up one plant found in the school area. They then observe it, describe it, measure it and record their observations in words and illustrations. Details of stems, roots, leaves should be noted. Use as many senses as possible - feel the texture, taste it, smell it. The equipment person has the responsibility of weighing, measuring, etc. Include newspaper or plastic sheets, magnifying glass, measuring device and scale.

3. Each team can complete their findings on a page or pages of a looseleaf notebook. It can be an ongoing project to include many plants. This activity can then be continued in the media center to find what others know about "their plants."

MIDDLE

Discuss Alta Schrock's lifelong interest in plants and animals and complete the activities that follow:

1. Bring in large bundle of reeds or cattails. Use cooperative learning groups no larger than 4 students. Each group is to examine the material and list as many uses as possible. Be as creative as possible with no regard for number or supply. Allow time for each group to brainstorm.

   Each team is to select one use they think they can develop in the classroom. Allow a day or 2 to assemble materials if necessary. Suggestions might include whistles, woven mats, brushes, rugs, broom, thatched roofs, floral arrangements, etc. This can also be done with gourds very successfully.

2. Insects or small animals can be observed and their actions and habits recorded.

   A birdfeeder could be hung within view of the classroom window. Have a schedule of observers, each serving 15 minutes. The data can be recorded on a sheet similar to that below.

ALTA SCHROCK
STUDENT ACTIVITIES

Date Observer Time	Weather	Temp	Who	Arrival Time	Arrival	Departure

3. Place different types of food out for small animals and/or birds. Measure it carefully. Be consistent. Record the amount of each type eaten.

   Suggested variety-sunflower seed, millet, wheat, cracked corn, bread, fruit. Add a few different items, candy, pet food.

   Use observers and record who comes to eat each type of of food.

4. Use the media center to identify and learn about other women botanists and biologists.

HIGH SCHOOL

Alta Schrock has honored her parents and forbears by moving their homes to the park adjoining Penn Alps shop and restaurant. The Miller house is dedicated to the idea of people learning to make peace instead of war. Present this information and complete the activities that follow.

1. Have cooperative learning teams plan activities that could be conducted to teach people how to live in peace. Some activities could be preparing a bibliography for different age groups that teach peace or strategies that are helpful in reaching peaceful settlements, making a board game that includes peace making strategies, designing a simulation activity that promotes cooperation instead of conflict.

2. Have each student recall a positive peaceful idea that one of their family members believed in and taught to the other members of the family. Have them gather this information or oral history from present family members. They then can present it in a form of their choice: monologue, skit, poster, song, stitchery, collage, poem, etc.

3. Have the students form teams of no more than 4 for the purpose of designing a restaurant and craft showroom or shop. They can build a new building or use an historic or old one in the area. They should include cooking - serving areas, access by handicapped and delivery entrances.
   This project should reflect the traditions and customs of the area with craft salesroom to sell handcrafted articles made by local people.

Penn Alps
RESTAURANT
and Crafts Shop

SAINT ELIZABETH ANN BAYLEY SETON

STUDENT ACTIVITIES

BRIEF BIOGRAPHY

Saint Elizabeth Ann Seton (1774-1821)

Elizabeth Ann Bayley was born on August 28, 1774 in New York City. She was raised by her father and stepmother, as her mother died when Elizabeth was 3 years old. Although she lived in a very prominent family, Elizabeth's childhood was often lonely and unhappy. Because of this she turned to God.

Almost from her cradle Elizabeth displayed an exceptional love for babies and children that brought her to devote her life to them. She delighted in teaching her half-brothers and half-sisters their prayers, and sang hymns to rock them to sleep.

Elizabeth, against the wishes of family and friends converted to Catholicism in 1805.

The former Episcopalian and native New York socialite was the wife of William Seton. Married at age 19 in 1794, and the mother of 5 children, she founded the Catholic Church's parochial school system, opening the first school, St. Joseph's Academy in Emmitsburg, Maryland in 1808. Mother Seton, as she was called, was truly a great educator.

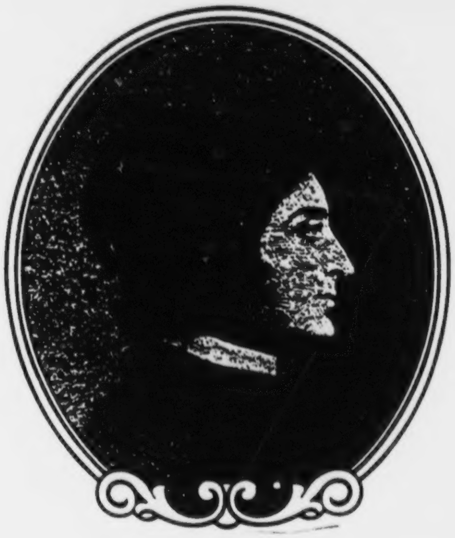
She established a small community of women to staff the school. They adopted the name of the Sisters of Charity of St. Joseph. Six North American religious orders trace their heritage to Mother Seton, the Sisters of Charity of St. Joseph in Maryland, the Sisters of Charity of Cincinnati,(Ohio); the Sisters of Charity of St. Vincent de Paul of Halifax, Nova Scotia, the Sisters of Charity of St. Elizabeth in New Jersey and the Sisters of Charity of Seton Hill, Pennsylvania.

Before she died, however, she saw not only the fruits of her labor at home, but the beginnings of its extraordinary expansion abroad, which now includes six religious communities harboring more than 11,000 members, hundreds of schools, orphanages, hospitals, day-nurseries and child care centers. Her religious orders are found throughout the United States, Canada, Bolivia, Puerto Rico, Japan, Italy, Formosa, Bermuda and the Bahamas.

Mother Elizabeth Ann Seton, the first native born American ever to become a saint, was only 47 when she died in 1821.

ELEMENTARY/MIDDLE

1. Read the biography above of Saint Elizabeth Ann Seton.
2. Look at a map of the United States and Canada. Find the 5 states in the U.S. and the 1 Canadian province where the Sisters of Charity are located.
3. Mother Seton's religious orders expanded throughout the world. Look at a world map and locate the countries in which her religious orders can be found today.
4. Identify and interview women in your community who are religious leaders. What do they find most challenging and satisfying about their work?



Saint Elizabeth Ann Seton

STUDENT ACTIVITIES

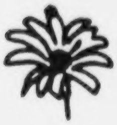
Saint Elizabeth Ann Seton (1774-1821)

"When Elizabeth announced to her family and friends in 1804, that she was thinking of becoming Catholic, she was met with shocked disbelief. New York, like most of the young nation, was decidedly prejudice against Catholicism, which it knew only in the "off scoured" Irish and German immigrants, poor in pocket and in manners. When therefore, New York society grasped the fact that Elizabeth was earnest, there was a concerted rush to convert her to the church of her family, Protestant Episcopal."

HIGH SCHOOL

Discuss the following:

1. Define **prejudice**. What forms of prejudice exist today?
2. What was the feeling toward the Catholic religion during the early 1800's in the United States.
3. How do you think Elizabeth was treated after she converted to Catholicism?
4. The Bill of Rights provides for "freedom of religion". How would our lives be different if we did not have this freedom?
5. Prior to Elizabeth Seton's canonization, what was the traditional profile of a person receiving sainthood? What criterion is necessary, and what steps need to be taken before a person can be canonized?
6. What types of religions are represented in the United States today?



PAM SHRIVER

STUDENT ACTIVITIES

BACKGROUND

Throughout the 1980s, Pam Shriver was perennially ranked among the world's Top 10 women professional tennis players and was part of what has been called the greatest doubles team of all time -- Shriver & Navratilova. Shriver first burst on the international tennis scene in 1978, when she reached the U.S. Open final at the age of 16. Since that time, she has won 21 career singles titles and 61 doubles. The Lutherville, Maryland, resident has been playing the game since she was a youngster, having been inspired to take up the game by her parents and grandparents.

The team of Navratilova & Shriver has won 20 Grand Slam individual doubles events including three Grand Slams -- 1983-4, 1985-6, and 1986-7. In that time they compiled a 109 consecutive match win-streak, unparalleled in the annals of the modern game. In partnership with Zina Garrison, Shriver also won the 1988 Olympic Gold Doubles Medal in Seoul, Korea.

Pam is very active in her community and hosts an annual tennis exhibition which benefits charities. She is a National Sports Spokesperson for Cystic Fibrosis, on the Advisory Board of the March of Dimes, a member of the President's Council on Physical Fitness and Sports, a member of the Maryland State Commission on Sports, and the Board of Trustees of the McDonough School, her alma mater. In addition to those activities, Pam is the vice president of the Women's Tennis Association, is a vice president of the International Tennis Hall of Fame and serves on the executive committee of the U.S. Tennis Association.

PAM SHRIVER

STUDENT ACTIVITIES

ELEMENTARY/SECONDARY

1. Develop a list of questions for a 30 minute television or radio interview with Pam Shriver focusing on the mental preparation and discipline required to play tennis. Be prepared to discuss mental attitudes, optimism, concentration, and relaxation. Also be prepared to discuss how these attitudes may be applied to other areas of one's life, such as school work. Is it possible to have fun while overcoming deficiencies in your game or other activity? How can one improve one's skills and self-esteem without being "goal oriented"? How important is "being psyched" for a game? How does one recover from emotional exhaustion and why is this so important to one's game?

2. Composed an essay comparing women's tennis today to the game as it was played during the heyday of such players as Maud Watson (All-England Women's Champion 1884), Helen Wills (All-England Women's Champion 1927, 1929), Althea Gibson (All-England Women's Champion 1957 and 1958; American Tennis Association Champion 1947-1956), and Billie Jean King (All-England/Wimbledon Women's Champion 1966-1968, 1972, 1973, and 1974).

   Feel free to discuss changes in such areas as court dress, styles of play, sizes of tournament purses, press coverage and publicity, among other topics.

3. Create a poster to show support of the girls in your school who participate in intramural and interscholastic sports.

4. Create a "Fitness for All" campaign for your class. Include mental exercises as well as a physical work-out plan. Why is mental preparation as important as physical toning for overall fitness?

5. Read current news articles or biographies about other women in sports. Create a display or collage featuring these women or local female athletes.

6. After reading the biographical background about Pam Shriver, write one paragraph including information you would use if you were going to introduce her as a guest speaker at an assembly.

HARRIET TUBMAN

STUDENT ACTIVITIES

ELEMENTARY

1. Read the poem below about Harriet Tubman. Discuss what is meant by the lines "Didn't come into this world to be no slave...and didn't stay one either."

2. Write a paragraph summarizing the information in the poem, illustrate part of the poem, or write an additional verse to the poem.

HARRIET TUBMAN

from HONEY, I LOVE
by Eloise Greenfield (Thomas Y. Crowell Company, 1978)

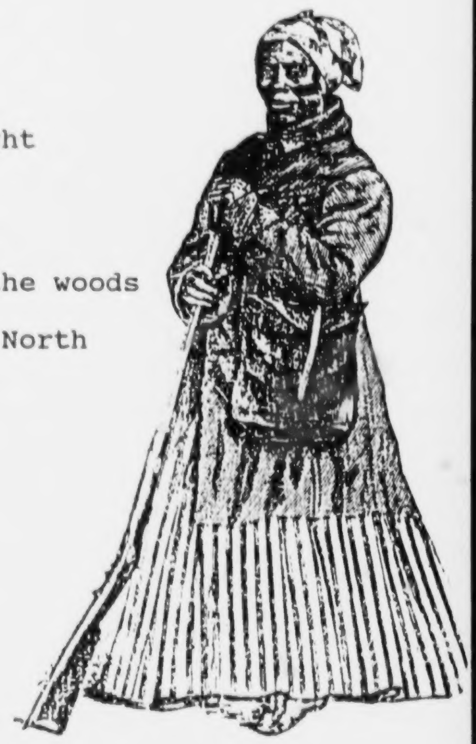
Harriet Tubman didn't take no stuff
Wasn't scared of nothing neither
Didn't come in this world to be no slave
And wasn't going to stay one either

"Farewell!" she sang to her friend one night
She was mighty sad to leave'em
But she ran away that dark, hot night
Ran looking for her freedom

She ran to the woods and she ran through the woods
With the slave catchers right behind her
And she kept on going till she got to the North
Where those mean men couldn't find her

Nineteen times she went back South
To get three hundred others
She ran for her freedom nineteen times
To save Black sisters and brothers
Harriet Tubman didn't take no stuff
Wasn't scared of nothing neither
Didn't come in this world to be no slave
And didn't stay one either

And didn't stay one either



3. Prepare and present a flannel board story or a puppet show about the "Underground Railroad" used by Harriet Tubman to help some 300 slaves escape to freedom.

HARRIET TUBMAN
STUDENT ACTIVITY

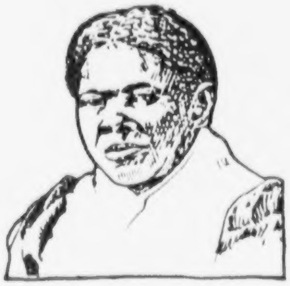
MIDDLE SCHOOL

Name: **Date:**

Unscramble each word in the list below.

The first letter in the word has been capitalized as a clue.

1. bamnTu _ _ _ _ _ _
2. heeDtrocrs _ _ _ _ _ _ _ _ _ _
3. Feivuigt _ _ _ _ _ _ _ _
4. asvlPnyneani _ _ _ _ _ _ _ _ _ _ _ _
5. trnuocCdo _ _ _ _ _ _ _ _ _
6. Hdnudre _ _ _ _ _ _ _
7. Cadnaa _ _ _ _ _ _
8. rdRwea _ _ _ _ _ _
9. inonU _ _ _ _ _
10. essMo _ _ _ _ _



CLUES:

1. Harriet ___ was an important Maryland woman.
2. She was born a slave in ___ County.
3. In 1849, she ran away becoming a ___.
4. When she crossed into ___, she was free.
5. She became a ___ on the Underground Railroad.
6. Over three ___ slaves were led to freedom by her.
7. After 1850, Tubman led passengers to ___ to be free.
8. The South offered a $40,000 ___ for her capture.
9. During the Civil War, she was a spy for the ___.
10. Harriet Tubman was called ___ because of her courage and dedication leading people to freedom.

HARRIET TUBMAN

STUDENT ACTIVITIES

HIGH SCHOOL

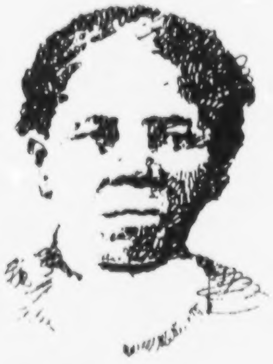
Harriet Tubman was born a slave on a plantation in Dorchester County, Maryland, in around 1820. She escaped to freedom when she was twenty-five, but returned to Maryland to establish an "underground" railroad" where she conducted over 300 slaves to freedom. During the Civil War she served as a nurse and a spy for the Union. She later worked to help Black children obtain schooling and equality and has been called the Black Moses who was sent to free her people from slavery.

When Harriet Tubman escaped from slavery and arrived in Pennsylvania, she stood on a hill and looked around her...

> **I looked at my hands to see if I**
> **was the same person. There was**
> **such a glory over everything.**
> **The sun came through the trees**
> **and I felt like I was in heaven.**

1. Read Harriet Tubman's statement above about becoming a free person. Imagine that you were a passenger on the Underground Railroad. Describe your journey and/or your feelings as you escaped from slavery to freedom. This description may be in the form of a journal entry, poem, song, drawing, or any other form you choose.

2. Discuss the meaning of the idea "Freedom." Identify current world events related to freedom, such as the release of Nelson Mandela from prison, the tearing down of the Berlin Wall, or the arrival in the United States of refugees from war-torn countries. Compare these events to Harriet Tubman's journey to freedom, and her comment - "I started with this idea in my head. There's two things I've got a right to... death or liberty."



HARRIET ROSS TUBMAN

Carmen Delgado Votaw

STUDENT ACTIVITIES

BACKGROUND

Carmen Delgado Votaw (1935 -)

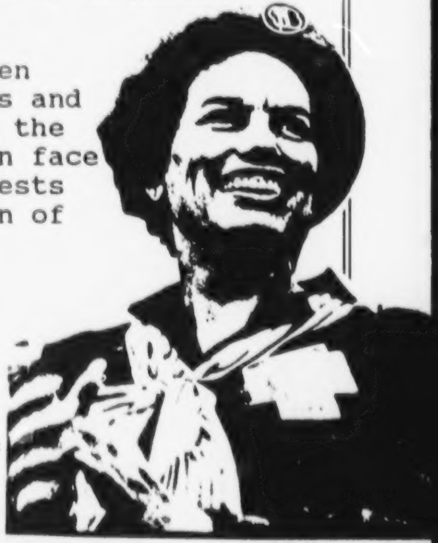
Carmen Delgado Votaw's origins in a small town on the Carribean Island of Puerto Rico taught her the value of community development and shared power. She has great pride about her ancient roots in a heritage that is varied, consisting of the Spanish strain, the African influences and the Indian legacy, all blended into the marvelous richness of the Puerto Rican cultural tradition.

Ms. Delgado Votaw has traveled to more than sixty countries to secure equal opportunities for all people. She has helped to create an international awareness of the common problems faced by women of different cultures.

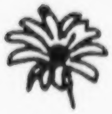
She has served as president of the Inter-American Commission of Women of the Organization of American States. She also was appointed by President Carter to serve as the co-chairperson of the National Advisory Committee on Women from 1977 - 1979. In this position, she reported to the President and testified before Congress and other groups on women's issues. Currently, Ms. Delgado Votaw is an Administrative Assistant (Chief of Staff) to Congressman Jaime Fuster of Puerto Rico.

In responding to the question, what do you think is your most important contribution in the area of Hispanic and women's rights? She answered,

> "Being able to serve as a hedge between groups of females with different goals and perspectives to bring awareness about the universality of the problems all women face as well as the similarities of the quests for participation and full utilization of females' potential between women of different cultures."



Carmen Delgado Votaw



STUDENT ACTIVITIES

ELEMENTARY

1) Ask the children to imagine that they are about to travel to a different country and are representing the United States, like Carmen Delgado Votaw often does. Everyone at the meeting wants to know what life is like in the U.S. What would they say about life here? Have the students take turns being the U.S. representative and the others at the meeting, asking and answering questions.

2) Class Discussion: Why is it important for us to read and study about people who live in other countries? What do we have in common with people in other countries? In what ways are we different from people in other countries?

3) Identify a class in another school and state. Have the class form a "pen-pal" relationship with another student. Ask parents or other community members to assist you in identifying the class.

4) Ask the students to work in pairs to write the answers to the following questions after reading Carmen Delgado Votaw's biography. One of the students can read the biography aloud and the other student can write the answers. They will, however, need help with some of the words.
   1. Where was Carmen Delgado Votaw born?
   2. How many countries has she travelled to?
   3. How does she help people?

MIDDLE

1) Ask the students to write a story about a tradition in their own lives that they especially like.

2) Using the think-pair-share format, have the students describe the qualities that are essential for becoming a leader. Are these qualities different for men and women? If yes, why?

3) Oral history: Have the students ask their mother or another woman in their family the following questions.

   Questions to ask your mother about herself:

   1) When you were my age, what did you cherish most about your family life?
   2) Did you expect to be working outside of our home?
   3) Did you expect to have the lifestyle you have now?

   Questions to ask your mother about you:

   1) What kind of life do you want for me?
   2) What things do you want to teach me?
   3) What kind of person do you want me to be?

Carmen Delgado Votaw

STUDENT ACTIVITIES

4) Discussion: In what ways are Hispanic women stereotyped? How does this lead to discrimination? What can individuals do to change these stereotypes? How does reality differ from these stereotypes?

HIGH SCHOOL

1) Discussion: Hispanic women in Maryland today face many of the same problems and share the same concerns as other ethnic minority women. As a bicultural person, Carmen Delgado Votaw, participates in two worlds. What is meant by this phrase? Some believe Hispanics will not be absorbed into the society. What do the students think about these issues?

2) Ask the students to prepare a biography on a leader representing their own culture. Ask the students to agree on the questions that need to be answered in the research paper. Have the students share this information with the rest of the class after completing the assignment.

3) Ask the students to research their own family's ethnic heritage.

4) Oral History: Women in Change -- Ask students to interview a family member or another woman with whom they are comfortable. The purpose of this interview is to find out about what females have done in their lives and what changes they have made. The following are some sample interview questions:
   1) What do you think have been major turning points in your life? What caused them to happen?
   2) What is one aspect of your life you would like to change?
   3) Was there a time in your life when something happened that you didn't think was fair? What did you do about it?
   4) Have you ever been involved in any activity or movement designed to change something? What? What role did you play?

RESOURCES

1) Carmen Delgado Votaw, Puerto Rican Women: Some Biographical Profiles

2) Carl A. Grant and Christine E. Sleeter, Turning on Learning: Five Approaches for Multicultural Teaching Plans for Race, Class, Gender, and Disability.

3) National Women's History Project, Women as Members of Communities.

4) National Hispanic University, Mujeres De La Raza.

VOTES FOR WOMEN

SUFFRAGISTS

STUDENT ACTIVITIES

ELEMENTARY

1. Read the poem below reflecting the feelings of suffragists in 1917 and 1918.

2. Imagine that you are a suffragist parading in front of the White House demanding women's right to vote:

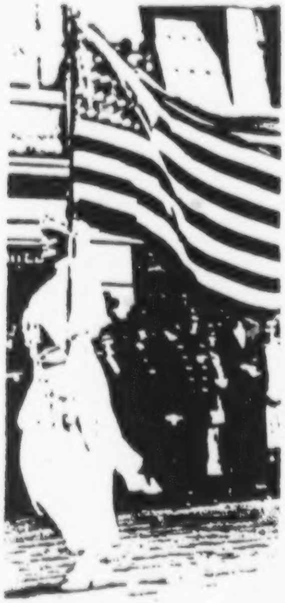
   a. Write a poem or paragraph describing your experiences.
   b. Write a speech you might give about women's right to vote.

3. Discuss why you think only men were allowed to vote in the United States until the 20th century. Why did it take so many years for women to win the right to vote?

The Women's Party

The radical suffragist group, the Women's Party, was headed by Alice Paul. Her strategy focused on the White House, where a continuous vigil was kept by women dressed in white, purple and gold, the colors of the movement. This poem shows the spirit and determination of these women.

On the Picket Line



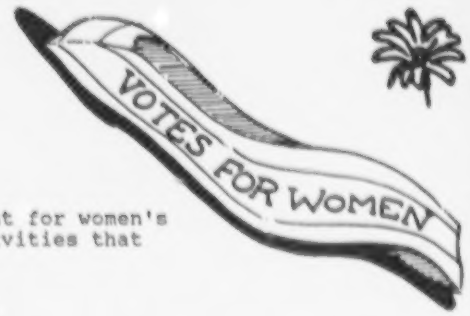
The avenue is misty gray,
And here beside the guarded gate
We hold our golden blowing flags
and wait.

The people pass in friendly wise;
They smile their greetings where we stand
And turn aside to recognize
The just demand.

Often the gates are swung aside;
The man whose power could free us now
Looks from his car to read our pleas -
And bow.

Sometimes the little children laugh;
The careless folk toss careless words,
And scoff and turn away, and yet
The people pass the whole long day
Those golden flags against the gray
And can't forget."

*Beulah Amidon, The Suggragist, March 3, 1917.



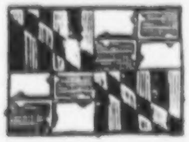
SUFFRAGISTS

STUDENT ACTIVITY

MIDDLE/HIGH SCHOOL

Read the paragraphs below about the fight for women's suffrage in Maryland. Then complete the activities that follow.

WOMEN'S SUFFRAGE IN MARYLAND



Suffrage

While women played major roles as Maryland's progressive reformers in the late 19th and early 20th centuries, the women's suffrage movement in the state faced considerable indifference and opposition. Several outspoken women led the struggle to overcome that opposition.

Two persuasive speakers on behalf of equal voting rights, Etta Haynie Maddox and Emilie A. Doetsch, had passed the Maryland bar examination in 1902-03 and became the first women to practice law in the state. Lilian Welsh, the preventive medicine specialist at the Johns Hopkins Hospital, wrote that her "greatest thrills came with the street parades" that suffragists organized in Baltimore, Annapolis, and Washington. Dr. Edith Hooker used an automobile as her speaker's platform in Baltimore, spoke at parlor meetings on behalf of women's voting, and in 1912 began editing and publishing a newsletter, Maryland Suffrage News, which became influential far beyond the state's borders.

Women themselves differed on how to achieve the vote. In 1910 two suffragist organizations petitioned the Maryland General Assembly to pass two different bills. The prominent reformer Elizabeth King Ellicott had helped to form the Equal Suffrage League in Baltimore, which supported a measure permitting women to vote only in Baltimore elections where presumably they would make their influence felt on topics of "women's concern" -- especially schools and public health. Ellicott thought broader suffrage would follow in due course. The state Women's Suffrage Association, with Etta Maddox's sister, Emma Maddox Funck, serving for many years as president, asked for voting rights in all elections -- for immediate and full equality.

Such measures stood little chance in Maryland. They encountered the pervasive, barely spoken opposition of many men who defined chivalry so as to keep women out of the often "dirty business" of politics. In 1912 about eight hundred women journeyed to Annapolis to lobby unsuccessfully for a state constitutional amendment granting them the vote. Four years later, as both national parties endorsed a women's vote amendment, Maryland political leaders remained cool to the notion. Edith Hooker was among the Maryland women who turned their backs on the General Assembly and petitioned Congress for the federal amendment that finally passed and went to the states in June 1919.

The Baltimore Sun, when the Assembly took up the women's voting amendment in 1920, said, "Let Maryland be true to herself--to the knightly creed which recognized in true women the real inspirers of every good work and deed." Both House and Senate refused assent to women's suffrage by two-to-one margins. The General Assembly went further---it passed resolutions rebuking Congress for presuming to tamper with the fundamental right of a state to define its political community. The Nineteenth Amendment was ratified by the required number of states and became law in 1920, finally guaranteeing Maryland women the right to vote.

Adapted from Maryland: A Middle Temperament
Robert J. Brugger,
Johns Hopkins University Press,
1986

SUFFRAGIST

STUDENT ACTIVITIES

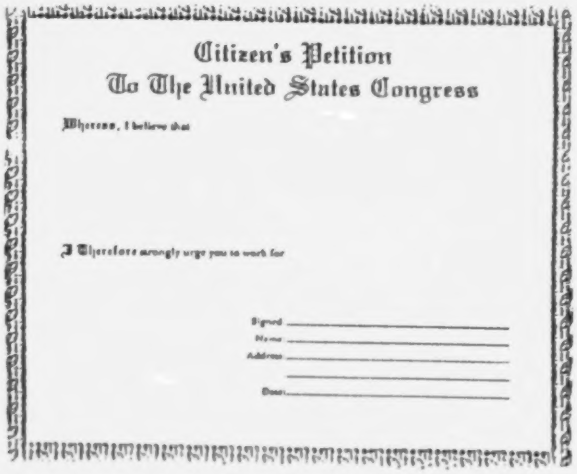
HIGH SCHOOL

1. Read the reasons listed below that were given in the early 1900's for opposing the women's suffrage movement. Write a letter to the editor as if you were a suffragist responding to these statements.

WHY WOMEN SHOULD NOT BE ALLOWED TO VOTE

- Women are represented already by their husbands, fathers, and brothers.
- If laws are unjust, they can be corrected by women's indirect influence.
- It would double the ignorant vote.
- It would double the foreign vote.
- The bad women would outvote the good ones.
- A municipality is a great business corporation. Men by nature of their occupations know more about business than women, and hence are better fitted to run a city or state.
- Women would cease to be respected.
- Women are already overburdened. A women would not have time to perform her political duties without neglecting higher duties.
- It will lead to family quarrels and increase divorce.
- It will destroy chivalry and turn women into men.
- Women are too emotional and sentimental to be trusted.

2. Imagine that you are a suffragist. Write a message that might go on a petition similar to the one below urging members of congress to work for the passage of the 19th Amendment to the U.S. Constitution, quaranteeing women the right to vote.



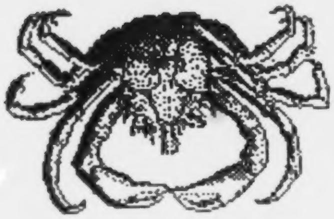
Citizen's Petition
To The United States Congress

Whereas, I believe that

I Therefore strongly urge you to work for

Signed ____________
Name ____________
Address ____________
____
Date ____________

3. Interview Maryland women who lived during the passage of the 19th Amendment in 1920. What do they remember about the suffrage movement?



WOMEN WORKERS IN MARYLAND'S SEAFOOD INDUSTRIES

STUDENT ACTIVITIES

BACKGROUND

Some of the major industries in Maryland have always revolved around the water, particularly the Chesapeake Bay. Traditionally men have worked fishing and harvesting Maryland's rich variety of seafood such as oysters and crabs, and women have worked in processing the seafood by shucking the oysters, picking the crabs, and being employed in canneries. Crab picking, oyster shucking, and working in canneries were also among the occupations most open to Black men and women on Maryland's Eastern Shore prior to 1940 and for several years afterward. It is only in recent times that women have also begun to work on the waters of the Chesapeake Bay as licensed fishers, oysterers, and crabbers. The majority of oyster shuckers and crab pickers in Maryland's seafood industries over the years have been women.

These women have helped to make the Chesapeake Bay's oyster industry the largest oyster producing business in the nation, while Experienced crab pickers have been known to pick over 100 pounds of crab meat per day. These contributions, primarily by women workers, have helped to make Maryland's crab industry famous across the country.

Women have worked on Maryland waters for at least two generations, probably more. They have worked alongside their husbands, fathers, men friends, other women and alone. Now more than ever before, women are working on the water. They are buying boats, either alone or with another friend. In 1981, women held 9% of all Maryland crabbing licenses. Forty-three were licensed "crab potters" and more than 1,100 had "trotline" permits. Thirteen women were among the 2,300 persons licensed for commerical fishing, and some 250 commerical oystering licenses were issued to women through March 1982, about 4% of the more than 5,000 sold by the Maryland State Department of Natural Resources in that period. In 1981, for the first time in the history of commerical fishing on the Bay, a woman captained a skipjack, one of the last of a fleet of workboats that oysters under sail.

SOURCES: Maryland: A Middle Temperament,
Robert J. Brugger, Johns Hopkins
University Press, 1986
Waterwomen, Lila Line, Queen Anne Press, 1982

WOMEN WORKERS IN MARYLAND'S SEAFOOD INDUSTRIES

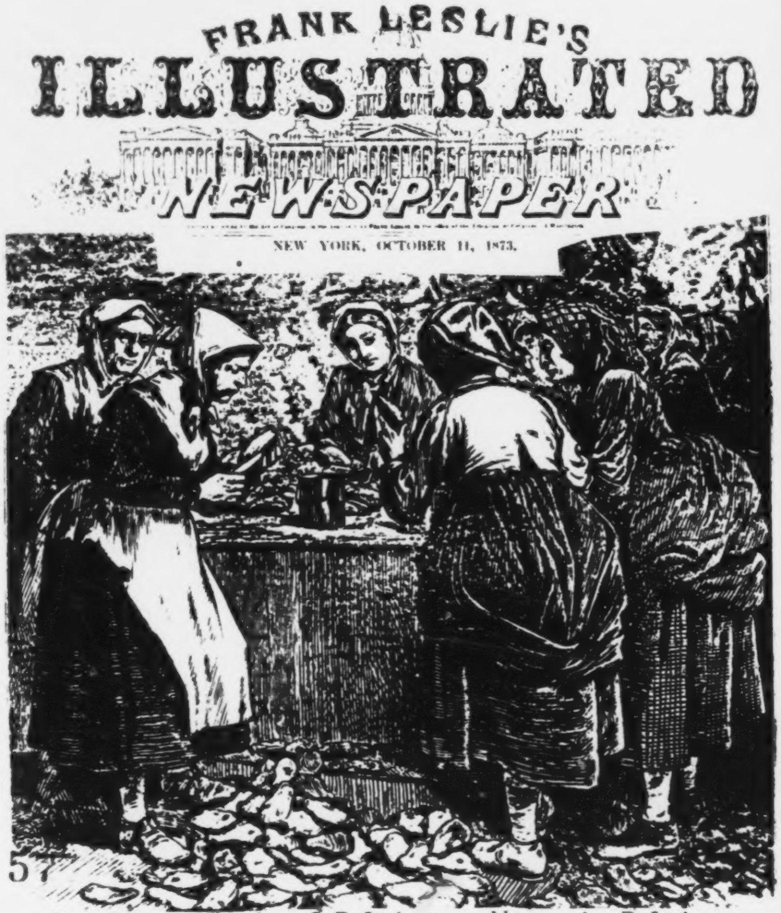
STUDENT ACTIVITIES

ELEMENTARY/MIDDLE

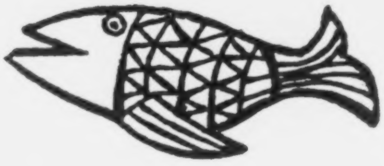
1. Read the information on the previous page about Maryland's seafood industries. Why do you think traditionally men have been they oysterers and crabbers working on the Chesapeake Bay, while women have worked in the seafood processing factories? Which jobs do you think were higher paying? What are the benefits and drawbacks of working on the water and of working in factories and canneries?

2. Interview a woman who has worked or now works in Maryland's seafood industry either on the Chesapeake Bay or as an oyster shucker or crab picker. Make a poster or write a want ad advertising her job.

3. Interview other women who work in non-traditional fields (those jobs which have traditionally been done by men) such as firefighting, carpentry, etc.



The Oyster Trade of Baltimore—Women in Baltimore preparing oysters for canning. The Peale Museum



WOMEN WORKERS IN MARYLAND'S SEAFOOD INDUSTRIES
STUDENT ACTIVITIES

HIGH SCHOOL

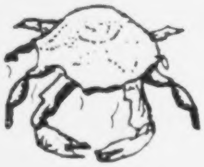
1. Read the background information in this kit on "Women Workers in Maryland's Seafood Industries." Discuss why men have traditionally worked on the water and women in the seafood processing plants. Why were certain of these jobs filled primarily by Black women?

2. Identify other careers that have traditionally been primarily for women or for men. Analyze why these job roles existed. Does some job "segregation" by sex still exist today? Interview local women involved in non-traditional jobs such as carpentry, plumbing, fire-fighting, etc. Find out about the challenges and rewards of doing non-traditional work.

3. Read the excerpts below from interviews with Maryland WATERWOMEN (from the 1982 book Waterwomen, by Lila Line, Queen Anne Press). Select one job that sounds particularly interesting to you and create a want ad or poster advertising that job.

PATSY HIGGS

Patsy Higgs, a 38 year-old grandmother, began working on the water with her father when she was 15. She "tonged" for oysters, "culled" them, crabbed and netted fish. Patsy Higgs gets up at 4 a.m., fights rough seas and foul weather, and averages about 2,800 pounds of fish a day. Some days they make $2,000 to $3,000 and some days, they do not make a cent. She says, "That's the kind of person I am. I like to gamble. You forget the cold, wet days, forget the storms, the aching backs and burned skin. If anybody offerd me $500 a week to go work in an office, I'd tell them that was not enough. I couldn't do anyting but fish."



FRANCES GAY GRUNDEN

Frances Gay Grunden, now in her early 70's, has fished all of her life, working side-by-side with her brothers from the time she was a teenager. She "tonged" for oysters, "trotlined" for crabs and "gillnetted" for fish for over 50 years. Then she "retired" to run a family fish business, where she presently works, getting up at 3:30 a.m., driving up to 100 miles for fresh fish. She cleans and sells fish in her tiny market in Easton until late in the afternoon. Her face shows the wear of years on the water and her fingers are thick and swollen from her work. But she knows no other type of work and proudly boasts, "I've helped to catch many hundreds of pounds of fish, don't you think I haven't, as pretty as I ever saw in my life!"

KATHLEEN POOLE

Kathleen Poole was educated as a biologist, but decided to work on the water instead. She bought a small workboat and crabbed alone out of Tilghman Island for two years. When not crabbing, she builds wooden boats and crews on an oyster dredge boat. She worked on a skipjack up to the week before her second son was was born. She combines her work on the water with the care of her children.

SOURCES: Maryland: A Middle Temperament,
Robert J. Brugger,
Johns Hopkins University Press, 1986

Waterwomen, Lila Line, Queen Anne Press, 1982

GENERAL ACTIVITIES
PRIMARY LEVEL

Following are suggestions for types of primary activities that could be used related to any of the women whose photographs are included in the display kit. Many elementary activities listed in this kit might also be appropriate.

1. Hold a class discussion about each picture. Who is this woman? What did she contribute to Maryland? What problems might she have faced in her life? Who might have helped this woman to do what she wanted to do? Are there other women in our community who are doing similar things?
2. Listen to a book or story about a specific woman.
3. Write a class letter to one of the women in the kit, telling her what is admired about her. For historical women write an "imaginary" letter.
4. Present a paper bag puppet show about a specific woman.
5. Draw a picture or create a shoe box diorama scene from one of the women's lives.
6. Write a class poem about a woman.
7. Invite women speakers to class who have careers similar to the women profiled.
8. Cut out and display newspaper pictures of Maryland women.
9. Have a student interview another student pretending that they are one of the women profiled.
10. Have the school media specialist display other materials available in the school about the women profiled.
11. Design a "quilt" of paper squares drawn about the life of a specific woman.
12. Invite a storyteller to school to depict the life of a particular woman.

GENERAL ACTIVITIES
ELEMENTARY/SECONDARY

These types of activities could be used at all grade levels to highlight contributions of the Maryland women profiled in this display kit.

- Interviews with local women in similar fields
- Closed circuit television broadcasts
- Public address system announcements
- More extensive research on specific women using school media center, local library, or local historical society
- Mock interviews with women of the past
- Poster contests
- Creation of collages, sculptures, paintings
- Writing of poetry, essays, songs, crossword puzzles, quizzes
- Preparation of showcases and bulletin boards
- Assemblies or receptions with guest speakers
- Viewing of films and videos
- Organizing a display of related books
- Production of skits or role plays
- Holding debates or panel discussions
- Visits to historic sites
- Making bookmarks or bookjackets with women's history themes
- Writing contemporary newspaper articles or news releases for radio or television
- Writing historical news articles (e.g.- "Women Win Right to Vote")
- Collecting and displaying magazine and newspaper articles about Maryland women
- Collecting and displaying old photographs of women in local families and communities
- Other . . .

MARYLAND'S COLLEGES CELEBRATE WOMEN'S HISTORY MONTH

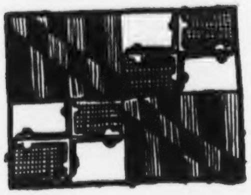
MARCH 1991

"ALBUM OF MARYLAND WOMEN: VISION AND ACTION"

INTRODUCTION

Staff and students of Maryland's postsecondary schools have been creative in developing ways to celebrate Women's History Month. The suggestions presented below combine events that have worked with new ideas for your consideration.

1. Plan a combined activity with a local secondary school. The activity could focus on women who achieved their vision of attending college.
2. Invite your college's women retirees to a special activity on campus.
3. Plan an art exhibit featuring the work of women students and staff.
4. Work with local women's organizations to collect and preserve the records of the organization.
5. Plan a reception, breakfast, or brunch honoring "women of vision and action" in your institution.
6. Present a dramatic production featuring women's life stories.
7. Declare "Women's Day" on your campus.
8. Plan a film and discussion series.
9. Request that the campus library display women's work and develop bibliographies to be used as reading lists.
10. Design a program in cooperation with your local commission for women.
11. Develop a mentor program between your college and organizations that serve young women.
12. Develop and publish a list of women who would be willing to serve as guest lecturers.
13. Work with local women's organizations to sponsor scholarships for women attending your institution.



1991 MARYLAND WOMEN'S HISTORY MONTH
- WOMEN OF VISION AND ACTION -
SPEAKERS BUREAU

School and community organizations are encouraged to use local resources to identify individuals to speak at class sessions, assemblies, group meetings, and special events on topics related to women's history and contributions to society. Sources of names for speakers include the following:

1. Speakers Lists from previous years' Maryland Women's History Resource Packets (1981-90). These packets should be on file in local school district media centers and local Commission for Women offices.

2. Local Commissions for Women

3. Regional Centers for Vocational Equity
   - o Eastern Shore Center (Caroline, Cecil, Dorchester, Kent, Queen Annes, Somerset, Talbot, Wicomico, Worcester Counties) 301-758-2403
   - o Western Center (Allegany, Carroll, Frederick, Garrett, Washington Counties) 301-694-1658
   - o Central Center (Baltimore City, Anne Arundel, Baltimore, Harford, Howard Counties) 301-313-7020
   - o Southern Center (Calvert, Charles, Montgomery, Prince George's, St. Mary's Counties) 301-386-1512

4. Equity Projects
   - o University of Maryland Equity Project 405-4538
   - o Mid-Atlantic Equity Center 202-885-8517

5. Parents of students in your school

6. Local historical societies

7. Local women's organizations

8. Special interest organizations (arts councils, sports groups, business and professional clubs, etc.)

March is
Women's
History
Month!

MARYLAND WOMEN'S HISTORY MONTH

SUGGESTIONS FOR DEVELOPING AND EXPANDING SCHOOL AND COMMUNITY PARTICIPATION

PLAN EARLY!!! SHARE IDEAS!!!

School Participation:

1. Develop a contact person in your school (library/media person, human relations contact person, etc.) who would act as a focal point for WHM (Women's History Month) material and information dissemination.

2. Develop public address announcements for the different school levels. Include local women and local history.

3. Encourage your school library to feature WHM displays and materials (bookmarks and bibliographies.) Ask them to develop story hours during March which feature women's biographies or tales with strong females as central characters.

4. Encourage your PTA/PTO to order materials for your school from the National Women's History Project catalog. This publication features posters, activities, publications, videos, etc. Most of the materials can be duplicated. (Address: National Women's History Project, 7738 Bell Road, Windsor, CA 95492-8515).

5. Sponsor a WHM essay/poetry contest. Encourage schools to include articles pertaining to WHM in school newspapers.

6. Contact local women's groups and organizations for a list of speakers to address the classes. Include a wide spectrum of women with respect to race, ethnicity, age, occupation, etc. (League of Women Voters, business and professional groups, senior groups, women-owned businesses, local historical societies, etc.)

Community Participation:

1. Ask city, county and state governing bodies to issue a Maryland Women's History Month proclamation recognizing the tremendous contributions of women locally and state-wide.

2. Contact your superintendent of schools and site principals to make certain March has been designated for special WHM programs on school calendars. Offer to assist.

3. Encourage local women's organizations to individually celebrate Women's History Month through guest speakers, film events, lunches, etc.

4. Contact local newspapers regarding a weekly feature article during March. Ask local radio/TV stations to feature local personalities during March. If possible, video tape any programs. Announce local WHM events through media sources.

(Over)

5. Ask local libraries to develop displays and bibliographies for Women's History Month.

6. Plan a special community event (brunch, dinner, etc.) to recognize and honor women who have made contributions and are an important part of our history (either "sung" or "unsung" heroines - past or present.)

7. Ask local colleges to encourage Women's History Month activities through displays, career guidance, speakers, etc.

8. Develop celebrating events at your workplace.

9. Volunteer to help local PTA/PTO's with women's history presentations, displays or programs.

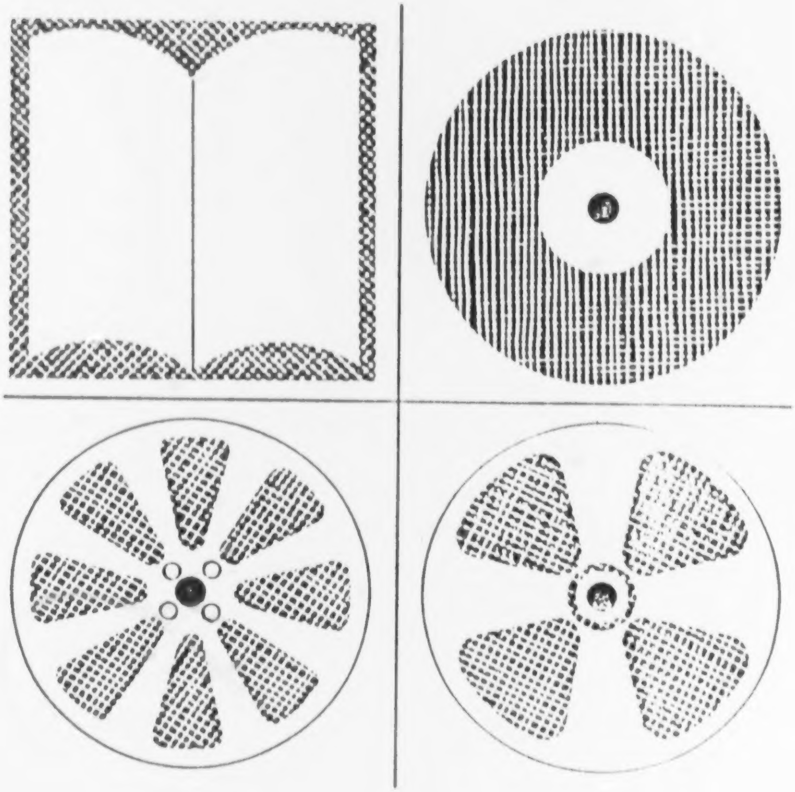
10. Ask your place of worship to have a special remembrance in its service to recognize the important work of women or of a particular woman during Women's History Month.

11. Contact local banks, civic groups, and businesses for donations to purchase WHM materials for school libraries and teacher resource centers.

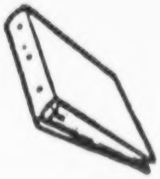
12. Encourage Women's History Month displays in local bookstores and malls.

March
WOMEN'S HISTORY MONTH

Album of Maryland Women: Vision and Action

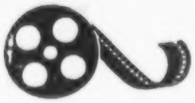


RESOURCE DIRECTORY



WOMEN OF VISION AND ACTION

SELECTED WOMEN'S HISTORY RESOURCES



(Note: Resources marked * are available from the Equity Resource Center, Maryland State Department of Education, 301-333-2230.)

I. GENERAL RESOURCES

National

*Born for Liberty, A History of Women in America. Sara M. Evans. The Free Press, New York, 1989.

American women have continually reshaped the boundaries between the private sphere of home and family life and the structured, official public arena of citizenship and political action. This book explores women's political influence and practices over the centuries and chronicles the richness and diversity of women's lives as pioneers, slaves, immigrants, factory workers and suburban mothers and housewives. (High School - Adult)

*A History of Women in America. Carol Hymowitz and Michaele Weissman. Bantam, New York, 1978.

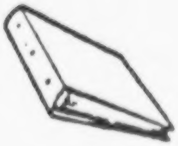
A general history of women in America from Colonial to contemporary times is presented. (High School - Adult)

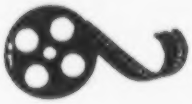
*Inventing the American Women: A Perspective on Women's History. Glenda Riley. Harlan Davidson, Arlington Heights, IL, 1987.

This book combines recent scholarship, biographical data, social narrative and statistical information to present a clear representation of women in American society from 1607 to the present. A thorough analyses of the relationship between changing demographics, politics, social attitudes, and women's roles is also presented. (High School - Adult)

*One Fine Day, Take the Power. Ishtar Films, Patterson, NJ, 1987, 1988.

Both of these are excellent multicultural awareness-raising films depicting a montage of historical and contemporary 19th and 20th century women who have contributed to society in many different areas. Each film is six minutes in length. (All Levels)





*_She's Nobody's Baby_. MTI Teleprograms, Inc., Northbrook, IL, 1982.

This award winning film, narrated by Marlo Thomas and Alan Alda, highlights the history of women in the United States in the 20th Century. (High School - Adult)

*_Women in American Life Series_. National Women's History Project, Windsor, CA, 1988.

Each of these fifteen minute videos presents comprehensive, multiethnic information about women's contributions during different periods of American History. Titles include, _1861-1880: Civil War, Recovery, and Expansion; 1880-1920: Immigration, New Work and New Roles; 1917-1942: Cultural Image and Economic Reality; 1955-1977: New Attitudes Force a Dramatic Change_. (High School - Adult)

Maryland

Maryland, A Middle Temperament. Robert J. Brugger. Johns Hopkins University Press, Baltimore, 1988.

This is an up-to-date comprehensive history of Maryland, which includes information on women's contributions. (High School - Adult)

*_Maryland Time Exposures_. Mame Warren and Marion Warren. Johns Hopkins University Press, Baltimore, 1984.

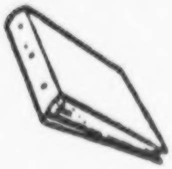
This reference presents historical photographs and text about specific regions in Maryland from the mid 19th to the mid 20th century. It includes an emphasis on social history. (Elementary - Adult)

*_Notable Maryland Women_. Winifred Helmes. Tidewater Press, Cambridge, MD, 1976.

This reference includes biographical profiles of 100 notable women in Maryland's history. (Middle - Adult)

*_Our Maryland_. Jane Eagen and Jeanne McGinnis. Peregrine Smith Books, Salt Lake City, 1987.

This textbook, written for fourth-graders by two Maryland teachers, provides an interdisciplinary approach to learning while providing an accurate presentation of material. (Elementary - Middle)



*Women in the Active Voice. Maryland Instructional Television. Maryland State Department of Education, Owings Mills, MD, 1982.

This thirty minute video program highlights the personal achievements of several contemporary Maryland women in the areas of govenment, law, the arts, and athletics. (Middle - High School)

*Women in the Active Voice: A Changing Mosaic. Maryland Instructional Television. Maryland State Department of Education. Owings Mills, MD, 1983.

This thirty minute video program highlights personal experiences of four Maryland women of multi-cultural backgrounds. (Middle - High School)

National Organizations

National Women's History Project
7738 Bell Road
Windsor, CA 95492
(707) 838-6000

The National Women's History Project publishes and disseminates a wide variety of classroom materials at all grade levels related to women in history. A catalog of resources is available for $1.00.

National Women's Studies Association
University of Maryland
College Park, MD 20742
(301) 454-3757

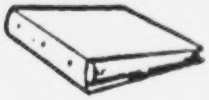
The association works to further the educational, political, and professional development of women's studies.

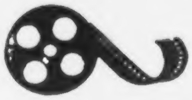
Maryland Organizations

Enoch Pratt Free Library
Maryland Room
400 Cathedral St.
Baltimore, MD 21201

The Maryland Historical Society
201 West Monument St.
Baltimore, MD 21202

Maryland State Archives
350 Rowe Blvd.
Annapolis, MD 21401





II. SPECIFIC RESOURCES

o RACHEL CARSON

Rachel Carson. Montgomery County Public Schools, Rockville, MD, 1977.

This fifteen minute color film depicts the life of Rachel Carson. (Elementary - Adult)

Rachel Carson, Biologist and Author. Marty Jezer. American Women of Achievement Series, National Women's History Project, Windsor, CA, n.d.

A comprehensive biography, this resource, is filled with historical photographs. (Middle - High School)

*Rachel Carson: Who Loved the Sea. Jean Lee Latham. Garrard Publishing, Champaign, IL, 1973.

This biography profiles the scientist whose love for the ocean and biology created an awareness, through her writings, of the destructiveness of pesticides. (Elementary)

Sea and Earth: The Life of Rachel Carson. Phillip Sterling. Crowell, New York, 1970.

Rachel Carson, concerned about preserving nature, felt that persons making nature ugly, regardless of the reason, were making their own lives ugly. This biography gives a full account of her early childhood, family life, school life, and development of her concerns with nature. (Middle)

Rachel Carson Council, Inc.
8940 Jones Mill Road
Chevy Chase, MD 20815
301-652-1877

This is an organization that provides historical information about Rachel Carson and works to preserve the environment.

Books by Rachel Carson

The Edge of the Sea
The Sea Around Us
The Silent Spring
Under the Sea Wind

- **KATHERINE CHIN**

Chinese Women of America: A Pictorial History. Judy Yung. National Women's History Project, Windsor, CA, n.d.

This text is an extensive compilation of interviews with Chinese-American women along with photographs and research findings. (High School - Adult)

*Sewing Woman. Deep Focus Productions, Franklin Lakes, NJ., 1980.

This fourteen minute film depicts one woman's experience of immigration from war-torn China to the United States. (Middle - Adult)

- **GAYNELL COLBURN**

*Disabled, Female and Proud: Ten Stories of Women with Disabilities. Harilyn Rousso, editor. Exceptional Parent Press, New York, 1988.

Contemporary women discuss their work, relationships, and lifestyles. (Middle - Adult)

*Gaynell Colburn Presents. Desert Flower Productions, Baltimore, MD, n.d.

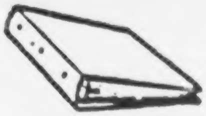
This is a ten minute video highlighting Gaynell Colburn's work with Maryland students through her special programs to build self-esteem, prevent substance abuse, and develop awareness of the abilities and rights of persons with disabilities. It includes her music video performance with Stevie Wonder. (Elementary - Adult)

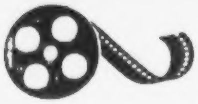
*New Women in Entertainment. Kathleen Bowman. Creative Educational Society, Inc., Mankato, MN, 1976.

This book presents brief biographies of seven women who have been highly successful in various fields of entertainment. (Elementary - Middle)

*Positive Images: Portraits of Women with Disabilities. Women Make Movies, New York, 1989.

This fifty-eight minute film depicts successful careers and family lives of multi-ethnic women with a variety of disabilities. (Elementary - Adult)





*With Wings. Marsha Saxton, editor. The Feminist Press, City University of New York, New York, 1987.

Through personal accounts, fiction and poetry, women describe the physical and emotional experience of disability. (High School - Adult)

*Women in Music. Carol Neuts-Bates, editor. Harper and Row Publishers, New York, 1982.

This unique book brings together a rich selection of first hand accounts of women throughout history who have been composers, conductors, and performers of music. The vivid accounts of women's roles in music ranges from medival nunneries to contemporary women muscians. (Middle - High School)

Gaynell Colburn Entertainment
1422 Northgate Road
Baltimore, MD 21218.
301-433-4229

This is Gaynell Colburn's business address where she may be contacted to arrange for group performances or for speaking engagements related to disability awareness and substance abuse prevention.

o **BARBARA MIKULSKI**

*Women in Politics. Sharon Whitney and Tom Raynor. Franklin Watts, New York, 1986.

This book traces the history of women's involvement in American politics, with profiles of women candidates, mayors, governors, congressional representatives, and cabinet members.

o **PAULI MURRAY**

*Proud Shoes: The Story of an American Family. Pauli Murray. Harper and Row, New York, 1978

This autobiographical book is the saga of a family blended from slaves, slave-owning whites, Cherokee Indians, free-born Negroes and possibly some wandering lords of Ireland. (High School - Adult)

Song in a Weary Throat: An American Pilgrimage. Pauli Murray. Harper and Row, New York, 1987.

This book distinctively recounts the kind of substained commitment and often unheralded effort that lead to great civil rights victories. Ms. Murray, who was from a black lower-middle-class family, became a poet, essayist, lawyer, professor, civil rights advocate, ordained priest, and founding member of the National Organization for Women. (High School - Adult)

*When and Where I Enter: The Impact of Black Women on Race and Sex in America. Paula Giddings. William Morrow and Co., New York, 1985.

American black women have served as the connecting link between the two most important social reform movements of the last century: black civil rights and women's rights. This book provides a moving description of how black women transcended the double discrimination of sexism and racism from the first African slaves to the present. The text draws on speeches, diaries, letters and other original source. (High School - Adult)

Women and Religion in America. Rosemary Nadford Ruether and Rosemary Shinner Keller, editors. National Women's History Project, Windsor, CA, 1983.

This is a comprehensive text that presents information about roles of women from many different religious backgrounds. (High School - Adult)

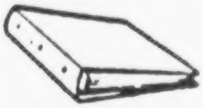
o SADIE MILLER

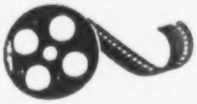
Mrs. Miller's Maryland: An Exhibit. English Department, Western Maryland College, Westminster, MD, 1985.

This traveling exhibit highlights the photographs and contributions of photo journalist Sadie Kneller Miller. Contact, Keith Richwine. (Elementary - Adult).

She was There: Stories of Pioneering Women Journalists. Jean E. Collins. National Women's History Project, Windsor, CA, n.d.

Fifteen women journalists from the 1920's to today tell in their own words the demands and rewards they have experienced. (High School - Adult)





o **MARY RISTEAU**

The History of Women in the Maryland General Assembly. Women Legislators of Maryland, Annapolis, MD, 1980.

This slide set depicts the roles of women in the Maryland legislature. (Middle- Adult)

o **MARVIN SAVOY**

Daughters of the Earth. Carolyn Niethammer. National Women's History Project, Windsor, CA, 1986.

This book documents the lives and legends of American Indian women from a number of different tribes. Chapters deal with various life stages from birth through death. The stories show the diversity of these women. (Middle - Adult)

Native American Women: A Bibliography. Rayna Green. Indiana University Press, Bloomington, IN, 1983.

This widely expanded library edition of the original version, contains almost 700 entries on works by and about American Indian/Alaska Native women published over the last three centuries. (Elementary - Adult)

*This Song Remembers: Self Portraits of Native Americans in the Arts. Jane B. Katz, editor. Houghton Mifflin Co., Boston, 1980.

In this anthology, twenty native Americans speak about their work and their lives. Diverse art forms from graphic arts to theatre are represented. (High School - Adult)

Maryland Commission on Indian Affairs
Department of Housing and Community Development
45 Calvert Street
Annapolis, MD 21401

OHOYO Resource Center
P.O. Box 4073
Witchita Falls, TX 76308

The OHOYO Resource Center focuses on American Indian-Alaskan women, and offers library and media resources, a printed bibliography, and a referral pool to specific American Indian-Alaskan Native women.

o **ALTA SCHROCK**

Women in Business. Laura French and Diana Stewart. National Women's History Project, Windsor, CA, n.d.

The profiles of six successful businesswomen highlight how they achieved prominence. (Elementary - Middle)

*Contributions of Women in Business. Nancy Smilee Levinson. Dillon Press, Minneapolis, 1981.

Profiles of five twentieth century notable business women are presented. (Middle)

Penn Alps, Inc. A nonprofit showcase of Maryland Appalachian local history and crafts founded by Dr. Alta Schrock

Route 2, Box 5
Grantsville, MD 21536
301-895-5985

o **ELIZABETH SETON**

Mother Seton House. (600 North Paca Street, Baltimore, MD 21201)

Here the nation's first free Catholic school was begun in 1808. Mother Seton was America's first saint, canonized in 1975.

The National Shrine of Saint Elizabeth Ann Seton. (333 South Seaton Avenue, Emmitsburg, MD 21727)

This is the site of the first settlement in 1909 of the Sisters of Charity of St. Joseph, headed by Mother Elizabeth Seton. Mother Seton established a school, founded hospitals, orphanages, and an institution for lepers.

o **PAM SHRIVER**

American Women in Sport. 1887-1987. Sparhawk, Leslie, Turbow, and Rose. National Women's History Project, Windsor, CA, n.d.

This book provides a compilation of facts about the accomplishments of American women athletes. (Middle - Adult)

*Guiness Book of Women's Sports Records. Norris McWhirter. Sterling Publishing Co., New York, 1979.

This sourcebook contains every major record in dozens of women's sports. (All Levels)

*Out of the Bleachers, Writings on Women and Sport. Stephanie T. Twin. The Feminist Press, New York, 1979.

This book is a unique anthology of twenty historical and contemporary selections of essays, journalism, biography and autobiography. Women athletes speak frankly about the pain and pleasure of sport , and the pressures forcing them to "prove" their feminity. (Middle - Adult)

o HARRIET TUBMAN

*All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave. Gloria T. Hill, et al, editors. The Feminist Press, City University of New York, New York, 1982.

This book details the contributions of black women in American history. (High School - Adult)

*Harriet and the Promised Land. Jacob Lawrence. Simon and Schuster, New York, 1968.

This is a biography of Harriet Tubman and her experiences in leading slaves to freedom. (Elementary - Middle)

*Harriet Tubman - Conductor on the Underground Railroad. Ann Petry. National Womens History Project, Windsor, CA, n.d.

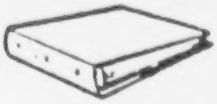
This biography highlights Harriet Tubman's experiences in leading slaves to freedom. (Middle - High School)

*Harriet Tubman Game. National Women's History Project, Windsor, CA, n.d.

The board game explores the bravery displayed and risks taken by Harriet Tubman as she helped slaves escape to freedom. (Elementary)

*"Wanted Dead or Alive", The True Story of Harriet Tubman. Ann McGovern. Scholastic, Inc., New York, 1965.

Biography information is presented about a slave who ran away, and then led other slaves to freedom through the underground railroad. (Elementary - Middle)



*Harriet Tubman: Guide to Freedom. Sam and Beryl Epstein. Garrard, Champaign, IL, 1968.

The story is related to Harriet Tubman's experiences with the underground railroad. (Elementary)

*Harriet Tubman, The Road to Freedom. Rae Bains. Troll Associates, Mahwah, NJ, 1982.

This is the biography of a slave whose desire for freedom led to the underground railroad. This biography emphasizes the personal qualities of Harriet Tubman. (Elementary - Middle)

*Harriet Tubman: The Moses of Her People. Sarah Bradford. Scarecrow Press, Metuchen, NJ, 1974.

The trials and tribulations of this leader are depicted. (Middle)

*Harriet Tubman: The Moses of Her People. Ida S. Meltzer, Book Lab, Brooklyn, NY, 1971.

This biography deals with Harriet's desire to lead her people to freedom. (Elementary)

Maryland Commission on Afro-American History and Culture
84 Franklin Street
Annapolis, MD 21401
(301) 269-2893/2894

The Commission acts as a statewide coordinator and clearinghouse in preserving evidence of the black experience in Maryland. It specializes in historical preservation and research.

CARMEN DELGADO VOTAW

*Mujeres De La Raza, National Hispanic University. National Women's History Project, Windsor, CA, n.d.

Brief biographies in both English and Spanish of notable hispanic women are presented. (Middle - High School)

*Puerto Rican Women: Some Biographical Profiles. National Conference of Puerto Rican Women, Washington, 1978.

Notable Puerto Rican women are profiled. (Middle - High School)

o SUFFRAGISTS

*Century of Struggle: The Women's Rights Movement in the United States. Eleanor Flexner. National Women's History Project, Windsor, CA, 1988.

This classic is a magnificant study by a leading historian of the women's rights and women's suffrage movements. Beginning in 1608, it relates individuals, organizations and issues to today's events. (High School - Adult)

*How We Got the Vote. Enoch Pratt Free Library, Baltimore, MD, n.d.

This award winning film deals with the struggle for women's suffrage in the United States. (Middle - Adult)

How the Vote was Won and Other Suffragette Plays. Candida Lacey. Metuchen Press, Metuchen, NJ, 1985.

This is a collection of plays on women's rights (High School - Adult)

*The Story of the Nineteenth Amendment, R. Conrad Stein. Troll Associates, Mahwah, NJ, 1980.

This book details the events leading up to the passage of the Nineteenth Amendment granting women the right to vote. (Elementary - Middle)

*Traitors to the Masculine Cause. Sylvia Strauss. Greenwood Press, New York, 1982.

This book tells the story of men's campaigns for women's rights. (High School - Adult)

o Women Workers

*America's Working Women: A Documentary History 1600 to the Present. Rosalyn Baxandall, Linda Gordon, Susan Reverby, editors. National Women's History Project, Windsor, CA, 1988.

This anthology on working class women covers wage labor, slave labor and unpaid domestic labor. Excerpts from essays, diaries, union records, letters, songs, statistics and photos chronicle the lives of women laborers of virtually all cultures, races, and areas of the work force. (High School - Adult)

*There's No Such Thing As Women's Work. Women's Bureau of the Department of Labor, Washington, 1988.

This 30-minute video deals with women and the variety of work they do. (High School - Adult)

*Waterwomen, Lila Line. Queen Anne Press, Centreville, MD, 1982.

This book provides photographs and interviews with several Maryland women who work on the Chesapeake Bay. (All Levels)

*Women at Work. Lewis W. Hine. National Women's History Project, Windsor, CA, 1981.

This collection of 153 rare historical photos of women working in a wide variety of occupations and industrial situations, covers the period from 1907-1938. (Middle - Adult)

*Women and Work: Photographs and Personal Writing. Maureen R. Michelson and Michael R. Dressler. New Sage Press, New York, 1960.

This book contains 80 striking black and white photographs of women in a wide variety of contemporary work roles. Each photograph is accompanied by a personal statement from the woman about her life and work. (High School - Adult)

RACHEL CARSON (1907-1964)
Scientist, Author, Environmentalist

Photo by Erich Hartman
Used by permission of Rachel Carson Council, Inc.

KATHERINE CHIN (1935 -)

Asian Community Organizer, Nutrition Educator

GAYNELL COLBURN

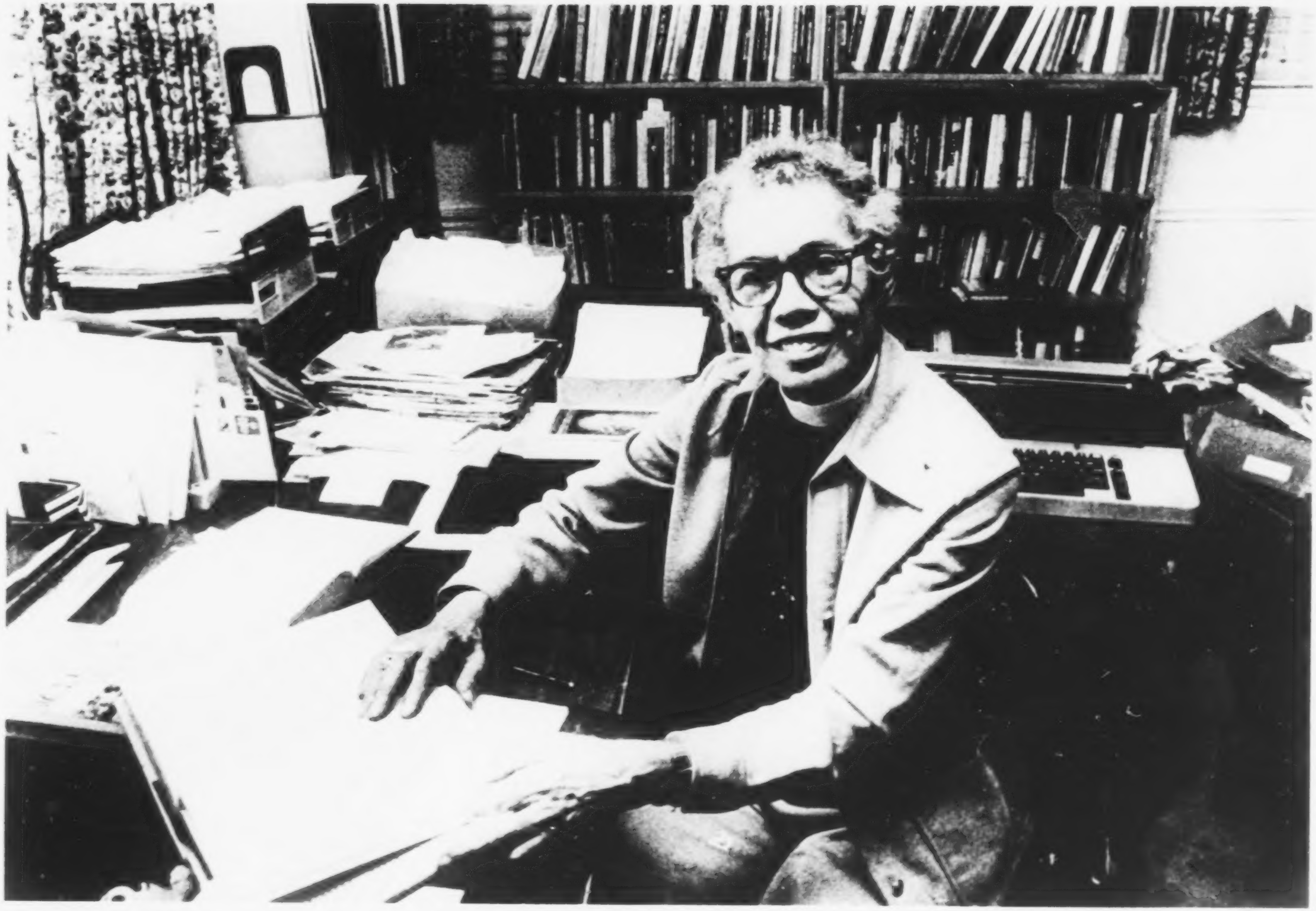
Entertainer, Disability Rights Activist

BARBARA MIKULSKI (1936 -)

U.S. Senator, Political Leader

SADIE KNELLER MILLER (1897-1920)

Photojournalist, Sports Reporter, War Correspondent



PAULI MURRAY (1910-1985)
Lawyer, Civil Rights Activist, Author,
Episcopalian Priest

Sun Photo by Irving H. Phillips, Jr.

MARY WATTERS RISTEAU (1890-1978)

Educator, Legislator, Community Activist

MERVIN SAVOY (19 -)

Piscataway Leader, Native American
Educator

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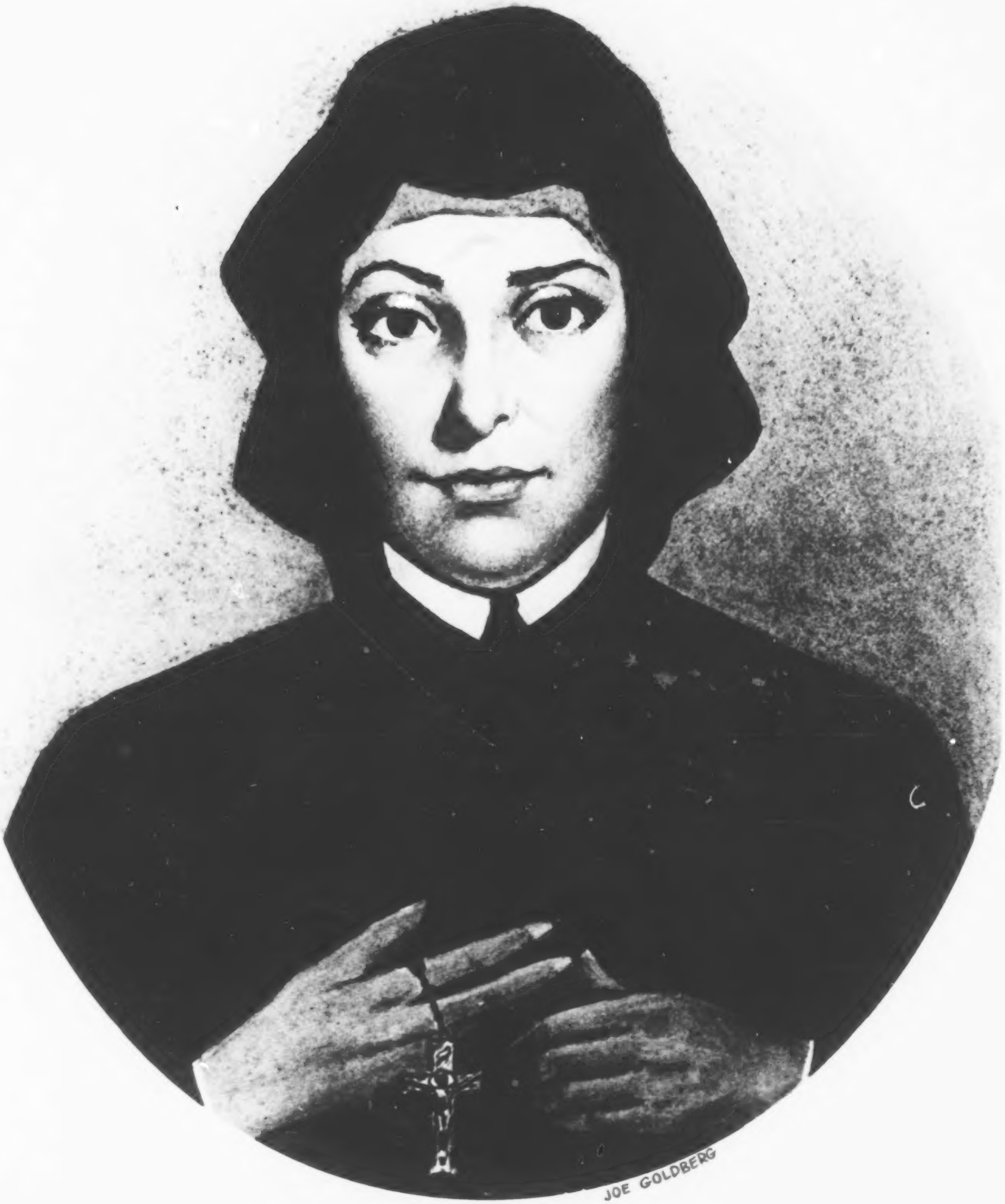
ALTA SCHROCK (1911 -   )

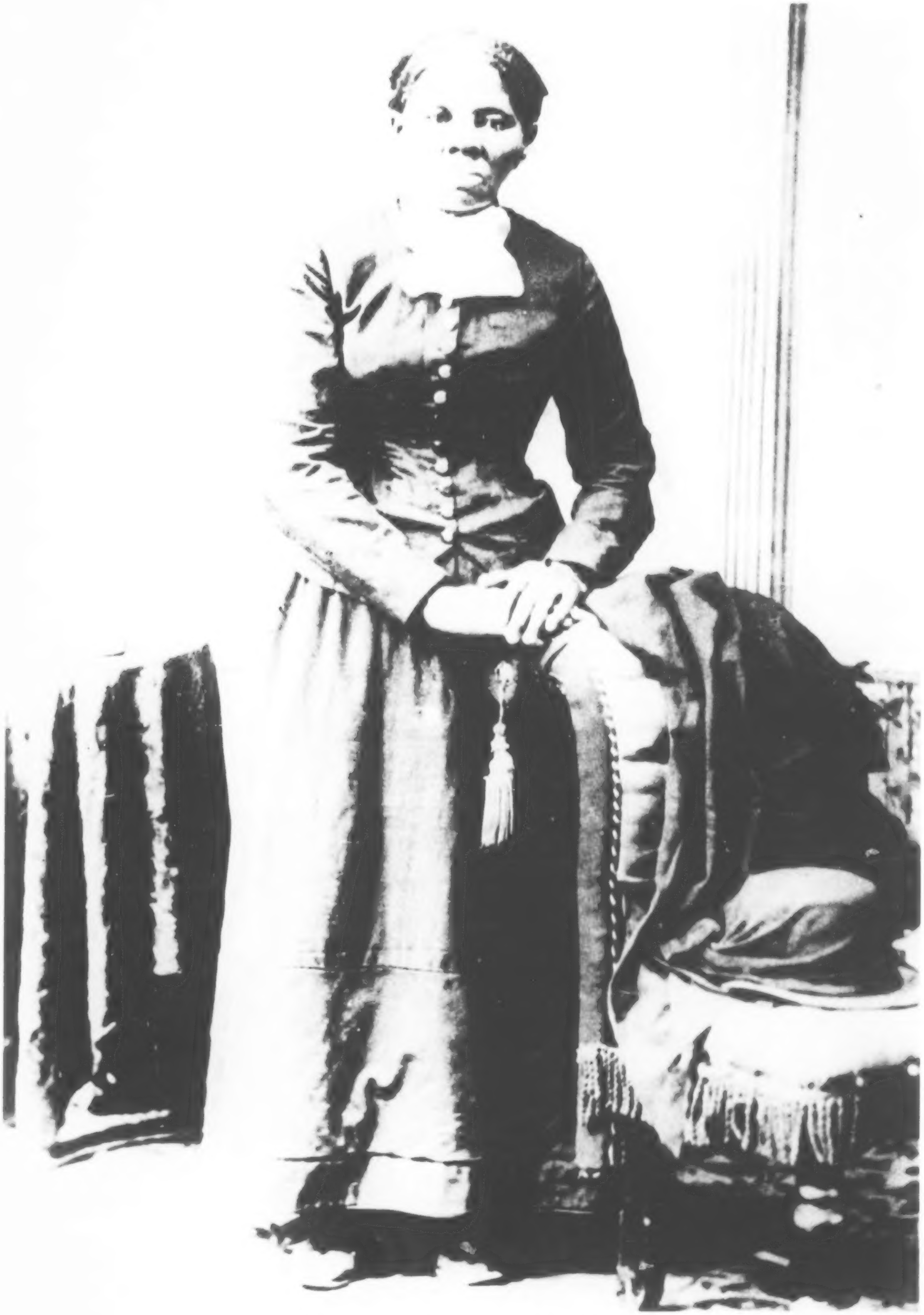
Businesswoman, Mennonite Community Leader


JOE GOLDBERG

SAINT ELIZABETH ANN SETON (1774-1821)
Religious Leader, First American Catholic Saint
Photo courtesy of Seton Shrine

PAM SHRIVER (1962-   )

Championship Professional Tennis Player



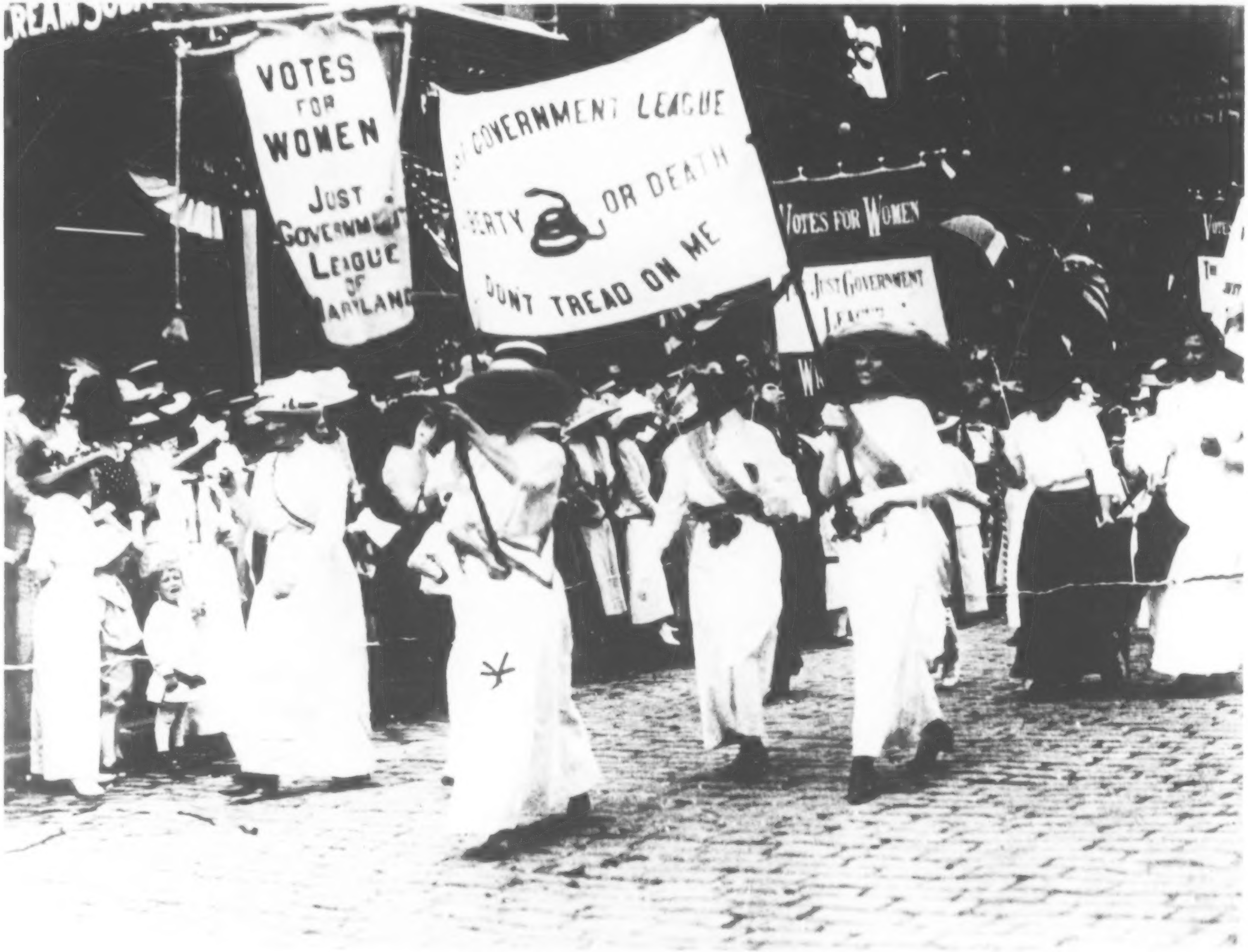
HARRIET TUBMAN (1820-1913)

Abolitionist, Leader of Underground Railroad

Library of Congress Photo

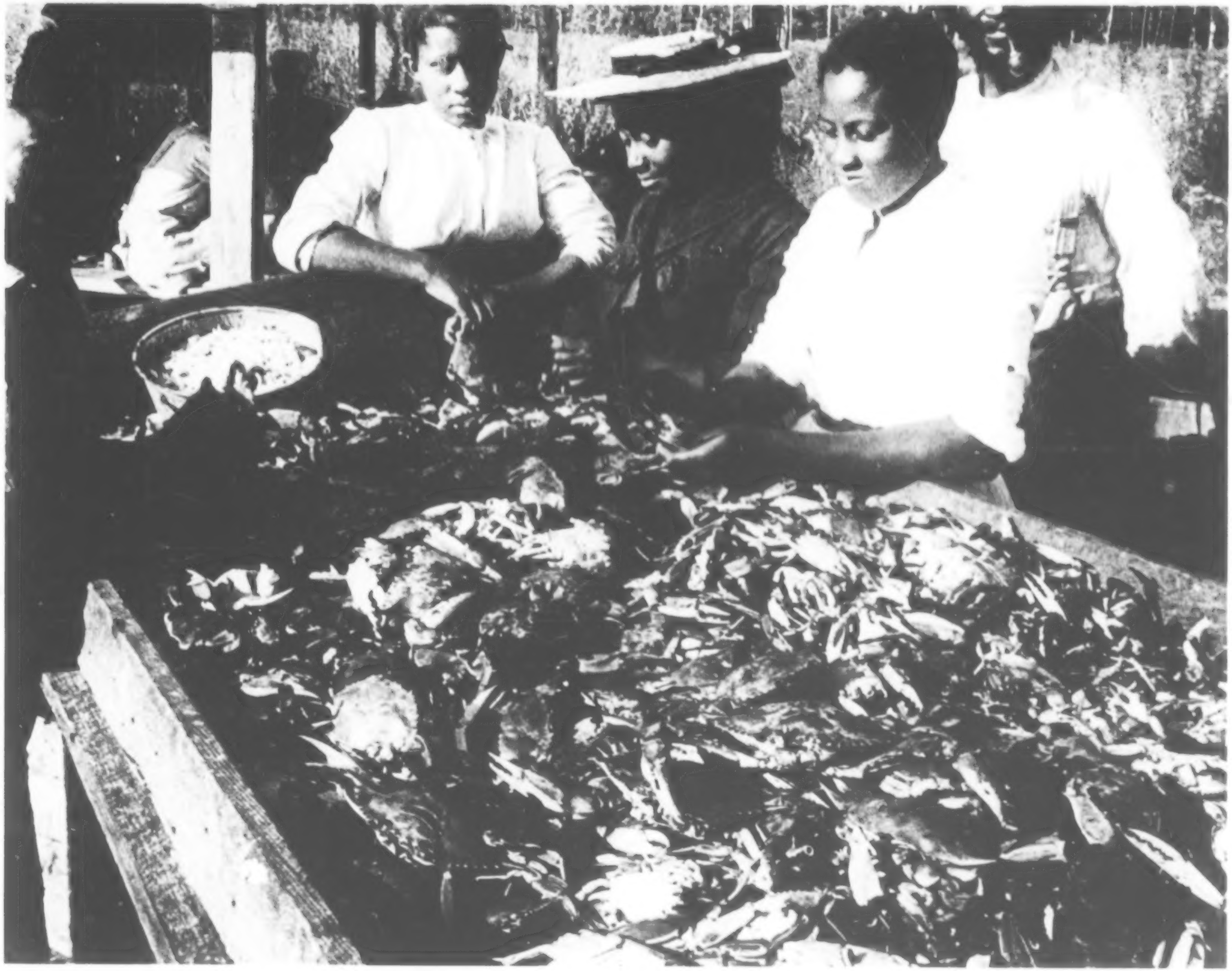
CARMEN DELGADO VOTAW (1927 -)

International Leader for Women's and Hispanic Rights


VOTES FOR WOMEN
JUST GOVERNMENT LEAGUE OF MARYLAND
GOVERNMENT LEAGUE
ERTY OR DEATH
DONT TREAD ON ME
VOTES FOR WOMEN
JUST GOVERNMENT LEAGUE

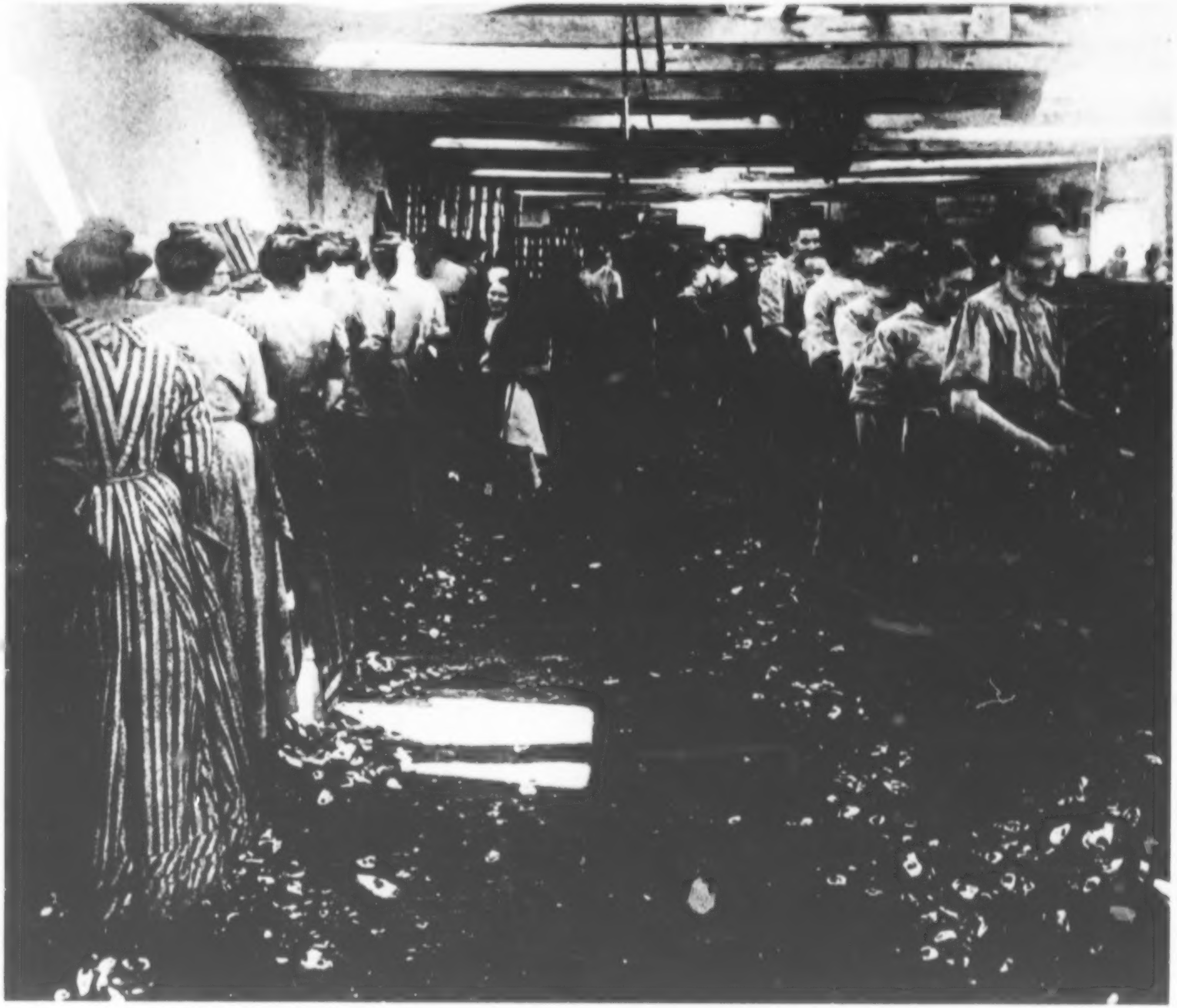
SUFFRAGE PARADE IN BALTIMORE - 1905

Maryland Historical Society Photo



WOMEN CRAB PICKERS, Eastern Shore, Maryland - 1906

Maryland State Archives Photo



WOMEN SHUCKING CHESAPEAKE BAY OYSTERS, Baltimore, Maryland-1912

Maryland Historical Society Photo

RACHEL CARSON (1907-1964)

As a writer and biologist, Rachel Carson's concern for nature resulted in a worldwide change of consciousness about our treatment of the Earth. In 1962, her first book, Silent Spring, detailed the dangers of pesticides and called for the elimination of their use. She warned that these chemicals could contaminate humans, animals and the entire "web of life." Many people agreed when she said that "the central problem of our age has therefore become the contamination of our total environment." Considered quite controversial at first, in time Rachel Carson's ideas ideas became the foundation of the modern environmental movement.

KATHERINE M. (KITTY) CHIN (1927 -)

Although born in the United States, Kitty Chin's parents taught her about the importance and richness of her Chinese heritage and background. As Chairperson of the Asian Trade Council, she has dedicated her life to bringing together Asian community leaders to build an identifiable Asian cultural and business area in Baltimore. Throughout Maryland, Kitty has worked tirelessly to gain recognition and equal opportunities for employment and education for Asian individuals. Ms. Chin also serves as a dietician, nutrition education consultant, and teacher of Chinese cooking.

GAYNELL COLBURN

Gaynell Colburn is a vocalist, percussionist, bandleader, and television personality who has performed nationally with such stars as Stevie Wonder and Bill Cosby. She is also a public speaker who presents educational and self-esteem programs related to disAbility awareness and substance abuse. Gaynell Colburn is a former Ms. Wheelchair America, and describes herself as a "physically challenged" professional entertainer.

BARBARA ANN MIKULSKI (1936 -)

Born in Baltimore, Maryland, U.S. Senator Mikulski is the great granddaughter of Polish immigrants. She served on the Baltimore City Council for five years where she was known as an effective hands-on representative. With her election to the Senate, she achieved a number of "first"s:the first Democratic woman to hold a Senate seat not previously held by her husband; the first to serve in both Houses of Congress; and the first woman ever to win a statewide election in Maryland. In Congress she has sponsored legislation related to improving opportunities for the nation's women, aging population, minorities.

SADIE KNELLER MILLER (1897-1920)

A pioneer woman photojournalist, Sadie Kneller Miller was born in Westminster, Maryland. Pursuing her interest in writing, she began writing for the Baltimore-Telegram, covering sports. She later earned the distinction of combining occupations of writer and photographer. Her reputation was based on the illustrated articles she filed from abroad from the firing line in Morocco, the Yukon gold rush, a Hawaiian leper colony, Czarist Russia, and from a German stronghold just before World War I. She was the first female war correspondent and a favorite photographer of such notables as Teddy Roosevelt and Susan B. Anthony.

PAULI MURRAY (1910 - 1985)

The Reverend Dr. Pauli Murray was the first Black American woman to be ordained as an Episcopal priest. Before her ordination, She had earned three law degrees, and had served as vice president of Benedict College, and as professor of law and politics at Brandeis University. A civil rights activist from the early 1940s, she authored many important legal briefs on behalf of Black and women's rights. She also wrote a book of poems, several legal textbooks, and her autobiography. In her later years, she added a concern for the rights of the older persons to the list of causes she actively addressed.

MARY ELIZA WATTERS RISTEAU (1890 - 1978)

Mary Risteau actively served the people of Maryland in many ways throughout her life. As a teacher she worked to improve education for children and to promote the rights of teachers. She was the first woman to serve on the Maryland State Board of Education, the first woman member of the Maryland State Senate, and the first woman delegate to the Democratic National Convention. While active in political life she also managed a dairy farm in Harford County.

MERVIN SAVOY

Mervin Savoy is Tribal Chairperson of the Pisacataway-Conoy Confederacy and Sub-Tribes in Maryland and has worked actively to gain state and national recognition for the Piscataways. As an educator, she teaches Native American culture to both Indian and non-Indian students so that they will develop a better understanding and appreciation of the contributions of Native Americans past and present. She also serves on the Maryland Commission on Indian Affairs.

ALTA SCHROCK (1911 -   )

Dr. Alta Schrock is a successful businesswoman and community leader in Western Maryland. Fulfilling a dream to help mountain people maintain their pride and folk traditions she organized Penn Alps, a restaurant and craft area. Here local artisans demonstrate their crafts and sell hand-made products such as carvings, weaving, pottery, and baskets. She also established a furniture factory to train and employ local people. Fascinated by plants and animals since childhood, Alta Schrock continued her science studies throughout college. She became the first Mennonite woman to earn a Ph.D. degree.

SAINT ELIZABETH ANN SETON (1774-1821)

Born in New York City, Elizabeth Seton devoted her life to God and education. She founded the Catholic Church parochial school system, opening the first school, St. Joseph's Academy, in Emmitsburg, Maryland in 1808. Many religious orders trace their heritage to Mother Seton. She was instrumental in establishing hundreds of schools, orphanages, hospitals, day nurseries and child care centers. She was the first born American ever to become a saint, canonized September 14, 1975.

PAM SHRIVER (1962 -   )

Pam Shriver is one of the top players in women's professional tennis. She was part of what has been called the greatest doubles team of all time -- Pam Shriver and Martina Navratilova -- a team that won 20 Grand Slam tennis titles. In 1988 she won an Olympic Gold Medal with doubles partner Zina Garrison. Active in several community and charitable organizations, Pam Shriver also serves as vice president of the Women's Tennis Association. She has proven herself to be one of the game's most astute players, demonstrating that tennis is a game of wits as well as one of physical ability.

HARRIET TUBMAN (1820 - 1913)

Born into slavery on a farm in Maryland, Harriet Tubman was determined to be free. She knew others had managed to escape, and, following the North Star, she made her way to freedom. As a conductor on the "Underground Railroad" she returned to the South 19 times, leading over 300 people to freedom, without losing one life in the process. Between trips she earned her living as a cook in a boarding house in Canada. During the Civil War she served three years as a nurse, spy and scout for the Union Army. After the War she founded two schools, worked for woman's suffrage, and opened a home for the aged.

CARMEN DELGADO VOTAW (1935 -   )

Carmen Delgado Votaw's origins in a small town on the island of Puerto Rico taught her the value of community service and development. Ms. Delgado Votaw has traveled to more than sixty countries to create an international awareness of the common problems faced by women of different cultures. She has served as president of the Inter-American Commission of Women of the Organization of American States and as co-chairperson of the National Advisory Committee on Women. In this position, she reported to the President and testified before Congress and other groups on women's issues.

SUFFRAGISTS MARCH IN BALTIMORE-1905

Despite an active leadership the women's suffrage movement in Maryland faced considerable opposition in the early 1900's. The Maryland General Assembly repeatedly defeated suffrage bills as there were introduced. Maryland women finally won the right to vote in 1920 with the ratification of the 19th Amendment to the Constitution of the United States.

MARYLAND WOMEN WORKERS:
SEAFOOD INDUSTRY
WOMEN CRAB PICKERS
EASTERN SHORE, MARYLAND 1906

The Chesapeake Bay is known as one of the richest sources of crabs in the world. Women have traditionally worked as crab pickers, picking as much as 100 pounds of crabmeat in a single day. The seafood industry has been a major source of employment for Black women on Maryland's Eastern Shore during the last century.

MARYLAND WOMEN WORKERS:
SEAFOOD INDUSTRY
WOMEN SHUCKING CHESAPEAKE BAY OYSTERS
BALTIMORE, MARYLAND 1912

Baltimore has been a center for the oyster processing and packing industry throughout the 20th Century. Women have traditionally been employed in canning and shucking plants.

STATE BOARD OF EDUCATION

Maryland State Board of Education

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Prepared under U.S. Department of Education
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the Maryland State Department of Education.